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ABSTRACT

Prepared by classroom teachers for the infusion of career education into existing curriculum, this notebook of student and teacher activities is designed for use with the monthly Factivities for grades 4-6 (CE 023 596). Each activity corresponds to one of the nine monthly topics: "me, myself, and I"; exploring the telephone book; transportation; marketing; health services; automobile mass production; the world of work; marine sciences; and classroom cooking. Representing various ability levels and learning modes, the activities are divided into sections by the five basic curricular areas of language arts, mathematics, social studies, science and health, and fine arts. (YLB)

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The Uncomplicated Elementary Career Education System for the "Real" Classroom

CAREER CAPERS FOR 4-6

STATE BOARD OF EDUCATION
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ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education

Springfield, Illinois

February, 1979

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CE 023 598

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OVERVIEW OF THE SYSTEM

The Uncomplicated Elementary Career Education System for the "Real" Classroom

These materials were prepared by classroom teachers for the infusion of career education into your already existing curriculum. This system is designed to provide career education activities that could blend easily into any classroom teacher's course of study.

Career Card File Box
For K-3

This container has both individual student and teacher activities. Ideas are in a variety fo career-related areas, and cover diversified learning styles and abilities.

Career Capers
For 4-6

This notebook has student and teacher activities in the basic curriculum areas, which cover various ability levels and learning modes.

Career Corners-Language Arts
For 7-8

This notebook contains student worksheets in career-oriented areas, which can be utilized with varying learning styles and ability groups.

Career Corners-Math
For 7-8

This notebook contains student career-related worksheets in a number of math skill areas, which can be used with a variety of ability levels and learning styles.

Administrative Materials

Each month an administrator is to distribute the following materials to the classroom teacher.

K-3 Factivities

K-3 teachers receive a "Factivity" pamphlet emphasizing the career areas in the "Card File Box".

These pamphlets contain language arts and math ideas for the month's topic, as well as student work-sheets that can be duplicated.

4-6 Factivities

4-6 teachers receive a "Factivity" pamphlet emphasizing a career topic.

These pamphlets contain student worksheets in the curriculum areas of the "Career Capers" notebook.

In the C.A.S.E. Cooperative, a new set of "K-6 Factivities" is produced annually to provide ongoing career education activities. It is suggested that school districts adopting this system strongly consider such a policy also.

FOREWORD

The Illinois Office of Education is pleased to make available "The Uncomplicated Elementary Career Education System for the 'Real' Classroom." The materials and activities in this system are intended to be infused into the existing curriculum and are therefore supplementary in nature.

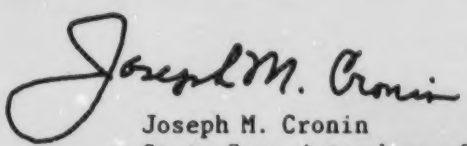
The K-6 sections originated from workshops sponsored by C.A.S.E. (Cooperative Association for Superior Education), consisting of the following high schools: Bloom Township High Schools - District 206 (the administrative district) and six elementary districts; #167 - Brookwood; #168 - Community Consolidated; #169 - East Chicago Heights; #170 - Chicago Heights; #172 - Sandridge; and #194 - Steger. Sincere appreciation is extended to the C.A.S.E. Superintendents for their support and cooperation in the development and implementation of this project.

The first phase of this activity was planning and development and the two 7-8 notebooks were developed. The second phase goal was implementation and revision.

The final phase of the project was field testing all of the developed system. Six field test sites representing various geographical locations and populations were utilized. They were: Roxana Community District #1 - Roxana, Illinois; Ben Funk School, Unit District #4 - Shirley, Illinois; Nathan Hale School, District #171 - Lansing, Illinois; DuPage Elementary Career Education Center - Wheaton, Illinois; Career Guidance Center, Lake County Area Vocational Center - Grayslake, Illinois; St. Joseph's School - Bradley, Illinois. Based on field test information the materials were revised and printed for dissemination.

Sincere appreciation is extended to the teachers, administrators, and supportive personnel who participated in the development, evaluation, and/or revision of the career education system.

Special recognition is given to the following individuals for their outstanding contributions: Mr. Dean Wertz, vocational director, Bloom High School, project director; Mrs. Barbara Battle Cleary and Ms. Barbara Dennis, project coordinators; Ms. Candyce Jones, media coordinator; Mrs. Patricia Hayden, secretary and Mrs. Martha Fahrenwald, illustrator.



Joseph M. Cronin
State Superintendent of Education

MY CAREER CHOICE

Name _____ Date _____

WHEN I GET OLDER, I WOULD LIKE TO BE _____.

I have chosen this career because _____

_____

_____

_____

A few of the things that I would be doing on the job are:

_____

_____

_____

_____

On this job, I would enjoy _____

_____ and _____

_____

Some of the benefits from this job would be: _____

_____

_____

One disadvantage of this job would be _____

_____

I would wear to work _____

_____

To prepare for this career, I would need _____

_____

These subjects that I am taking now in school will help me in my career:

_____

_____

APPLICATION BLANKS

Here is a sample application blank for you to complete. PRINT all the information required neatly and accurately.

Form 143A

SMITH EMPLOYMENT AGENCY
4111 Main Street
Your Town, Illinois

1. PERSONAL INFORMATION -

Name _____
Last First Middle

Address _____

_____ _____
City State Zip Code

2. JOB INTEREST - Check the job(s) that you would be interested in for an after-school position.

_____ Child Care
_____ Delivery Service
_____ Cutting Grass
_____ Other: _____
_____ Office Assistant
_____ General Housework
_____ Maintenance

3. SCHOOL INFORMATION -

School Name _____

Address _____

_____

Telephone _____ Grade _____

Subjects which you enjoy the most: _____

_____

Time that you are out of school _____

4. REFERENCES -

Name	Address	Known how long?
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ _____
Signature Date

CAREERING THROUGH YOUR READER

Using the text that is read in Language Arts, have your students do one of the following activities.

1. Using the TABLE OF CONTENTS, list the title and the page number of the stories, poems, etc. that deal with a career.

2. Using one of the stories from your reader, list the characters, and their occupations. If the occupation is not mentioned or implied, write "unknown." Give a synopsis of the story.

   Example:

   "The Longest Ride," p. 167-175

Characters	Career
Steve Cleary	Trail hand
Willie	Ranch Cook
Charlette McKee	Student
Mr. McKee	Ranch owner
Sharon Lawson	Student
Charlie Wilson	Miner
Hand Walker	Unknown

   Synopsis:

   Charlette and her friend, Sharon, are lost in a storm during their horseback ride over the hills and meet several people. Mr. McKee sends out a search party for the girls, only to find them safe with Charlie Wilson in an old mine shaft.

3. Discuss the process of printing, publishing, and selling a textbook such as the one that they are using. List on the board all the careers that were involved, including:

Authors	Layout and Designer
Consultants	Typist
Publishers	Printer
Photographers	Proofreader
Graphic Artists	Researchers
Sales Manager	Advertisement Manager

THE Art of INTERVIEWING

The purpose of an INTERVIEW is to obtain information in a personal way. Gordon Allport, a social scientist, once said:

> *"If we want to know how people feel, what they experience, and what they remember, what their emotions and motives are, and the reason for acting as they do--why not ask them?"*

INTERVIEWING IS an excellent way for students to gain an understanding of the WORLD OF WORK.

INTERVIEWING reinforces the importance of listening.

An INTERVIEW with a speaker involves the community and develops good relations between the home and the school.

WHERE TO BEGIN

1. Establish a reason for the interview. What information are we seeking?

2. Review with the students the difference between asking and telling.

   What is a question?
   Why do we ask questions?
   Why is it important to listen to an answer before asking another question?
   How are the questions being phrased? Does it require just a "yes-no" answer, or is an explanation required?

3. List on the board questions that the children would ask. Write all the questions that the students suggest, and discuss the kinds of questions that are asked.

   Which are good for gaining information?
   Which are repetitive?
   Which are not relevant to the information that we are seeking?
   What information is still needed?

4. With the students, try some of the following interview games before a community speaker is invited into the classroom.

INTERVIEWING GAMES

MAY I INTRODUCE

Have the students work in teams of two and interview each other. The interviewer should prepare 10 questions, and then introduce his/her partner to the class. .

INTERVIEWING CLASSMATES

Once the students become familiar with questioning for information, and feel comfortable with each other, have the class interview one student. Either the student being interviewed calls for the questions, or have another student act as a question monitor.

ROLE PLAYING

The students are to research a career and role play as a person in that profession. The student is then interviewed by his/her classmates.

PUPPETRY

Primary students would become involved in interviewing a puppet manipulated by the teacher or by another student. Intermediate and upper grade students could make their puppet to be used in their own class, or to be shared by primary students.

YOU ARE THERE

The class observes as two students practice interviewing--one student as a news reporter or "Person on the Street" and the other as the person being interviewed

WHAT'S MY LINE

One student acts as the "mystery guest" and signs in. A panel tries to determine the career of the guest by asking job related questions. Since this is difficult for primary students, the "mystery guest" could give the beginning letter of the job.

INTERVIEWING PARENTS, SCHOOL PERSONNEL, NEIGHBORS

The students could be assigned to interview someone who is presently working, and report to the class. These interviews could be taped.

WHO IN YOUR CLASS WOULD BE . . .

Here is a list of careers that require different skills or talents. As you read each career title, think of the skills that are needed by someone who would do this kind of work. Write the name of one of the students in your class who would do a good job in this career and give your reason why. You can only use someone's name once.

CAREER	WHO IN YOUR CLASS?	WHY?
Mayor		
Police Officer		
Commercial Artist		
Author		
Mechanic		
Scientist		
Accountant		
Teacher		
Nurse/Doctor		
Lawyer		
Counselor		
Actor/Actress		
Athlete		
Fashion Designer		
Interior Decorator		
Florist		
Singer		
Musician		
Banker		
TV Announcer		
Travel Agent		
Sports Writer		
Secretary		

CAREER NAMES JUST FOR FUN

Here is a worksheet that will be fun to do. If "Harry" would be the name for a Barber, what would "Bill" do? He is a Tax Collector, of course. Match the other names below with a career.

Adam	Dolly	Olive
Art	Iris	Patty
Barb	Jack	Pearl
Berry	Jim	Rich
Candy	Mark	Rose
Carrie	Mary	Sandy
Ceil	Melody	Sue
Cliff	Mike	Victor
Dean	Nick	

Toy Maker _____

Bartender _____

Clown _____

Fisherman _____

Editor _____

Athlete _____

Singer _____

Chocolate Manufacturer _____

College Professor _____

Life Guard _____

Auto Mechanic _____

Mountain Climber _____

Butcher _____

Lawyer _____

Furniture Refinisher _____

Florist _____

Scientist _____

Jeweler _____

Music Composer _____

Delivery Person _____

Fruit Grower _____

Banker _____

Soldier _____

Circus Performer _____

Ophthalmologist (eye doctor) _____

Oil Painter _____

CAREERS AND HOLIDAYS

Many careers are affected by the season or holiday. Some are greatly affected, and these workers are required to work longer hours or at a hectic pace, while some careers are affected little by the holiday.

On the line provided, write one holiday--CHRISTMAS, EASTER, THANKSGIVING, VALENTINE'S DAY, or HALLOWEEN.

After each job listed, write (1) Very busy with this holiday.
(2) Somewhat busy
(3) Not affected by this holiday

For all the jobs that you decide are (1) Very busy, give your reason.

_____
HOLIDAY

CAREER	CODE	REASON
Traffic Police Officer		
Postal Worker		
Candy Store Owner		
Toy Distributor		
Costume Manufacturer		
Grocery Store Owner		
Card Company Designer		
Clothing Store Cashier		
Window Decorator		
Turkey Breeder		
Gift Wrapper		
Basket Weaver		
Poultry Farmer		
Florist		
Beautician/Barber		
Jeweler		
Banker		
TV Programmer		
Choir Director		
Travel Agent		
Flight Dispatcher		
Toll Booth Collector		
Restaurant Owner		
Lumber Jack		
Ticket Agent		
Apple Picker		
Dry Cleaner		

CAREER THEME TOPICS

Have your students write themes using some of the following titles and topics.

1. "MY FUTURE"

   The student is to write what their career choice would be; why they made this selection; give a job description, and where they would choose to work.

2. "SPACE STATION 26734A"

   You are the captain of a space station that will be in orbit for 35 years. You are to decide on 25 people from different career fields who will help to maintain your station. Whom would you take and why? How many men? How many women? Would you take children, students, any age preference?

3. "THE FOOD PILL"

   Science has invented a pill that will completely sustain life and eliminate the need to eat anything else. What jobs would be eliminated? How would restaurants change to attract their customers to take their pill at their establishment? How would house structure and family style change?

4. "WHAT I WILL BE DOING WHEN I'M ..... "

   Have the students project into their futures and write a theme on what they will be doing at the age of 20, 45, and at retirement.

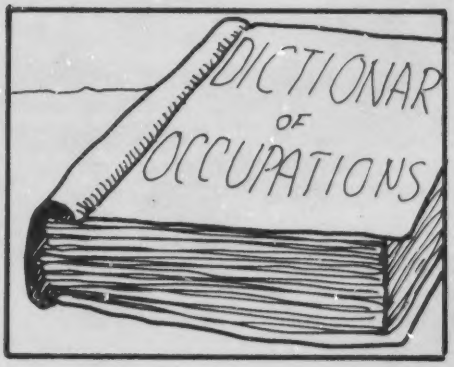
5. "A JOB IN THE YEAR 2001"

   New jobs are being created because of advancements in science and technology. Discuss the possible changes that could come about in the year 2001. Each student is to decide on a field and write about a career that will be created because of advancements in it. They are to give a job title to it, a job description, design a uniform if needed and a place for employment.

6. "I AM _____, SO I CAN BE MANY THINGS."

   Discuss the variety of skills and talents that individuals can possess--outgoing, works well with figures, good athlete, etc. They are to describe what their special skill or talent is and write at least 5 career choices that they have because of it and how they would use their skill in each career.

DICTIONARY OF OCCUPATIONS



As a class project, have your students develop a "Dictionary of Occupations." Each student is to research one or two occupations, making sure that one is not a repeat. The students are to use their school library, local telephone directory, and any classroom resource that is available. As the sheet is completed, the information can be reported to the class and alphabetized into a three-ring notebook for future reference. Other occupational titles can easily be inserted as they come up in other subject areas.

A sample of a page in your Classroom Dictionary could be:

Career Title _____

Career Cluster _____

Job description: _____

_____

Uniform description, if any: _____

Salary range: _____

Education or training: _____

Tools used: _____

_____

School subjects that are related: _____

_____ _____

List local businesses and addresses that would use the service of this career:

Name	Address
_____	_____
_____	_____
_____	_____

Library books or resource materials:

_____

_____

_____

Information compiled by: _____

Regardless of what a person's career is, there is something in the newspaper for everyone. The following exercises will increase your students' awareness of the careers involved in the publication of a newspaper and the sections in it. Have your students bring in a newspaper from home for some of these exercises.

1. Who is needed to produce this newspaper?

Discuss with your students all the jobs that are involved in the production of a newspaper. List them on the board and discuss what each of them does.

Include:

Editor	Feature writer
Editor-in-chief	Press operator
Publisher	Promotional Manager
Layout	Research specialist
Advertiser	Personnel director
Reporter	Photographer
Columnist	Artist
Copyist	Correspondent
Salesperson	Typesetter
Cartoonist	Distribution Manager
Paperboys/papergirls	

2. What section is for whom?

List on the board the sections that are found in a newspaper, including:

Movies	Obituaries	Want Ads	
TV Listings	Weather	Real Estate	Classified Ads
Sports	Editorials	Books	Financial Section
Comics	Sports	Advertisement	Fashions

3. Using the Want Ads -

Using the Want Ads in the newspaper, students should cut out several jobs that sound interesting to them. They are then to paste the job titles alphabetically onto a sheet of paper and write a short paragraph as to why they made these selections.

4. Finding Careers in the Newspaper -

Request each student to circle in red all the job titles that are mentioned in the newspaper. The results are surprising!

STUDENT INTEREST RECORD

You are very special and unique. There will not be another student in your class who will complete the information below exactly as you do.

Name _____
First Middle Last

Address _____

_____ _____

Telephone _____

1. How many brothers and sisters do you have? _____

2. Do you have a pet at your home? _____ If so, what kind is it and what is its name? _____

3. What are the names of your three closest friends?

_____ _____ _____

4. What are your four favorite TV Programs?

_____ _____

_____ _____

5. What was the name of the last movie that you saw and enjoyed?

_____

6. Who is your favorite Actor? _____

Actress? _____ Singer? _____

7. If you had four hours to do whatever you wished, what would you do?

_____

8. What is your favorite . . . .

Color	_____	Food	_____
Hobby	_____	Drink	_____
Ice cream flavor	_____	Sandwich	_____
Dessert	_____	Season	_____
Sport	_____	Holiday	_____

9. What is your best subject in school? _____

10. What subject in school do you like the least? _____

STUDENT INTEREST RECORD - p. 2

11. Do you like to read? _____ What is the name of the book that you found to be the most interesting? _____

12. If you had three wishes that would come true, what would they be?

_____

_____

_____

13. Do you play a musical instrument? _____ If so, what is it? _____ Is there an instrument that you would like to learn? _____ What is it? _____

14. If you were going on a trip, where would you like to go?

_____

15. When you get older, what would you like to do for a living?

_____

16. Do you plan to go to college? _____ Do you plan to go to a special trade school? _____

17. If you had $100,000, name 6 things you would buy with it.

_____ _____

_____ _____

_____ _____

18. If you could be any age that you wanted to be, what would it be? _____ Why? _____

_____

19. Name four things that you are good at.

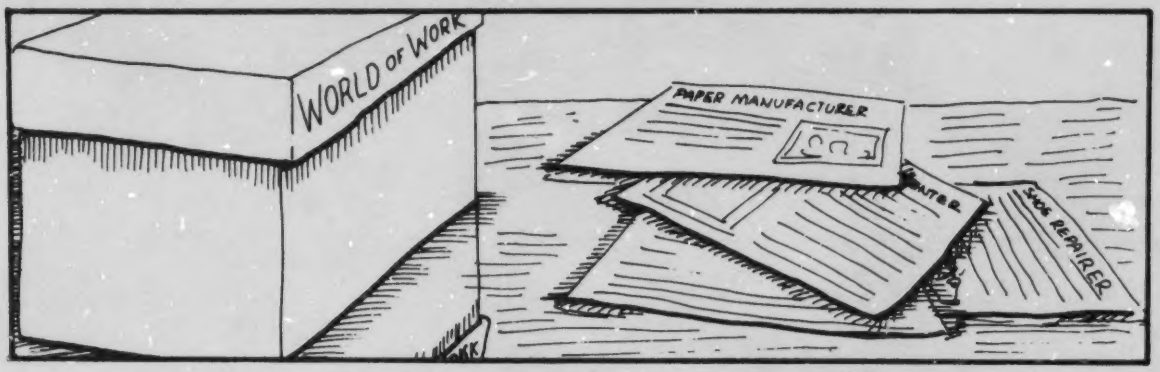
_____ _____

_____ _____

20. Name four things that you are not so good at.

_____ _____

_____ _____



WORLD OF WORK BOX

Set out a box containing occupational titles written on index cards. The following are game suggestions for the cards.

1. ACT OUT

Ask a pupil to select a card and act out the career until another pupil guesses the name. The one who correctly guesses the career is the one who has the next turn.

2. ALPHABETIZING CAREER CARDS

Have each student randomly take 10 cards from the box and alphabetize them onto a sheet of notebook paper; write the job description and the CAREER CLUSTER that this job would be categorized into.

EXAMPLE:

CAREER	DESCRIPTION	CLUSTER
1. Carpenter	works with wood	Construction
2. Dentist	dental care	Health
3. Forester	woodland environmentalist	Environment

Variations could be to have the students divide them into syllables using their dictionary or writing them into a sentence, listing a tool used, or the place of employment.

3. WHAT'S MY LINE

The student is to select a card and give three verbal clues as to the title of the career that he/she selected. The class is to guess the career; OR, the class may only ask questions which would require a "yes" or "no" response of the Mystery Guest (the student with the card.) Each student who is guessing may ask three questions and then a career title.

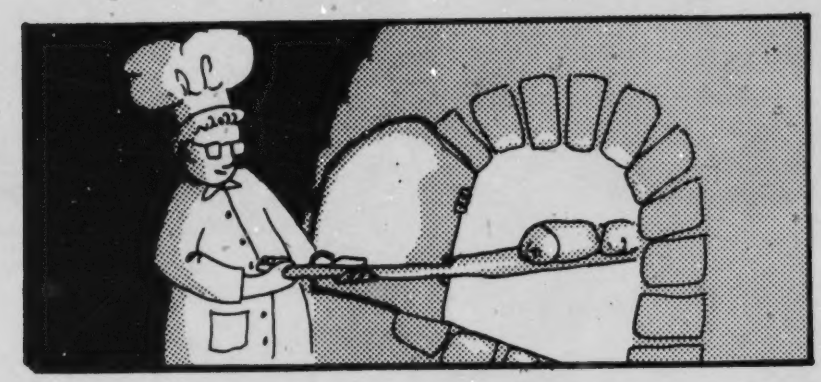
NOTE: Additions to the "WORLD OF WORK BOX" may be made throughout the school year, as new careers are introduced in any subject area.

CAREER - O - GRAMS

Here is a chance to combine your career knowledge with your creativity. Print the name of your chosen career vertically. Then write a poem about the occupation using each letter as the first letter of a line. "Botanist," for example, might read like this:

Be ready early
On a spring day
To plant a seed
And it will pay
Now and all year
In every way
Sufficient beauty
The flowers so gay.

Another example, "Baker," could read like this:



Bread, rolls, dough
Always on the go.
Knead, beat, knead
Every day to feed
Real hungry kids.

NOW, YOU TRY TO EXPRESS YOUR CAREER BY A POEM!

ATTITUDE SURVEY

NAME _____ AGE _____ DATE _____

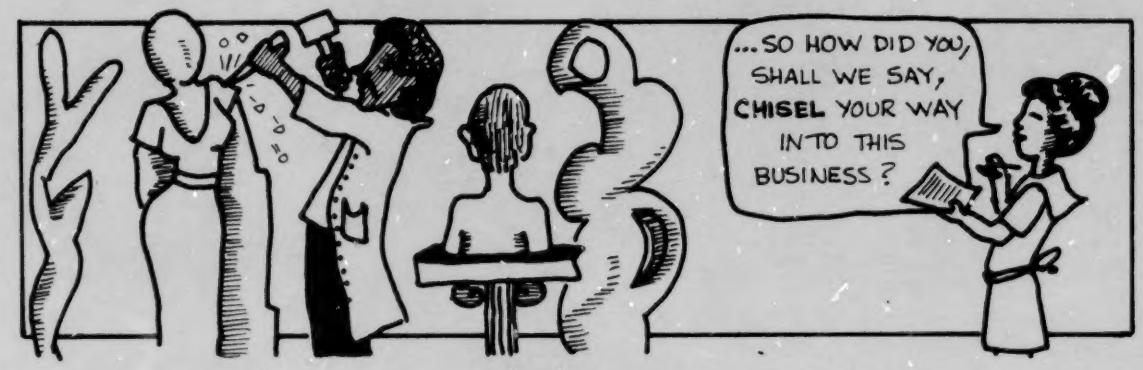
SCHOOL _____ GRADE _____

TEACHER _____

		YES	NO
1.	For most things, I do the best that I can.	1.	
2.	For most things, I do better than my classmates.	2.	
3.	I play games very well.	3.	
4.	I play games better than most of my classmates.	4.	
5.	Both of my parents have a job away from home.	5.	
6.	Most people like me.	6.	
7.	I have many friends.	7.	
8.	I feel lonely much of the time.	8.	
9.	I wish I had more friends than I do.	9.	
10.	I am happy most of the time.	10.	
11.	Others get better grades for work that is no better than mine.	11.	
12.	Most of the time I am honest.	12.	
13.	Most of the time I am lazy.	13.	
14.	People can depend on me most of the time.	14.	
15.	Most of the time I like myself as I am.	15.	
16.	I feel that my parents understand me.	16.	
17.	I think I am important as a person.	17.	
18.	School is fun most of the time.	18.	
19.	I feel that I am doing very well in school this year.	19.	
20.	I could do better in school if I wanted to.	20.	
21.	My school work is usually very interesting.	21.	

LANGUAGE ARTS

		YES	NO
22.	My school is a good school.	22.	
23.	Most of my friends like school.	23.	
24.	I would rather go to school than stay home.	24.	
25.	I like to go to school to be with other people.	25.	
26.	There are too many rules in school.	26.	
27.	The best thing about school is what we learn.	27.	
28.	I usually enjoy doing my school work.	28.	
29.	I often feel tired at the end of the school day.	29.	
30.	I feel that I have to work harder than most students.	30.	
31.	I have more fun with my friends at school than I do when we are playing in the neighborhood.	31.	
32.	I would rather do my own work than copy another person's work.	32.	
33.	I feel that I learn more in the classes I enjoy.	33.	
34.	I enjoy classes where I can move around in the room.	34.	
35.	I should choose what I need to learn.	35.	
36.	My parents and teachers should decide what I need to learn.	36.	
37.	I am responsible for my learning.	37.	
38.	Others are responsible for my learning.	38.	
39.	The teacher knows what is best for me.	39.	
40.	My classmates are usually interested in the things I do.	40.	



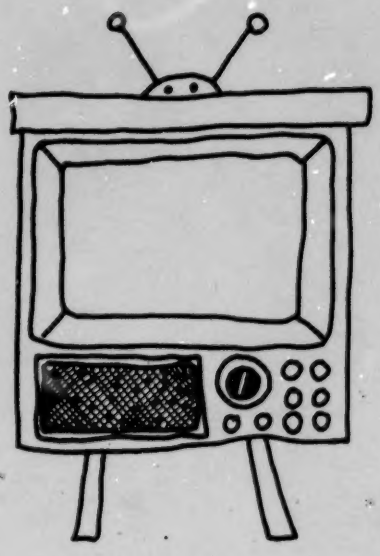
INTERVIEW QUESTIONNAIRE

INTERVIEWER: _____ INTERVIEWEE: _____

1. When did you first think about becoming a/an _____?
2. When you were young, did you have interests that help you in your job now?
3. Does your job require special abilities? Does your job require special tools? What are they?
4. What kind of training does one need? Where did you get yours?
5. What gives you some of the greatest satisfaction in your job?
6. What kinds of jobs did you have when you were in school?
7. What are some of the disadvantages of your job?
8. Do you get a coffee break?
9. Would you recommend other people going into a job like yours?
10. Have you held other jobs? What were they?
11. Would you like to change jobs?
12. Describe a typical day.
13. Are there any fringe benefits?
14. How many kinds of jobs did you think of before you decided on this one?
15. Do you have any goals you haven't reached yet?
16. What jobs do your best friends have?
17. What kind of vacation does your work provide?
18. How many hours do you have to work? How long have you worked at this job? Do you have to take work home to finish? Do you ever have to go away on your job?
19. What kind of salary can a person expect? (low and high)

T.V. JOBS

Have the children keep a log of occupations shown on television, including minor roles like chefs, sales personnel, mechanics, etc.



TELEVISION PROGRAM	OCCUPATION
CHICO AND THE MAN	Mechanic Mail Person Cab driver Truck driver
BOB NEWHART SHOW	Psychologist Teacher Dentist Receptionist Navigator

Discuss these roles as they relate to the story and the importance of these occupations in the everyday world. What careers are featured in T.V.? How accurately are jobs shown? Do the programs give realistic information about the skills, knowledge and training needed for these occupations?

Using their logs, have the class prepare a T.V. Guide with descriptions and illustrations of the show's occupations.

SATURDAY NIGHT	
7:00 P.M.	ALL IN THE FAMILY - A forklift operator fights with his wife, sales clerk daughter, and unemployed son-in-law.
7:30 P.M.	THE JEFFERSONS - A black businessman and his family on the way up.

TV JOBS

DIRECTIONS: List programs that are on television and list the characters' names and their occupations.

TELEVISION PROGRAM	CHARACTER	OCCUPATION

After the students have become familiar with the help-wanted ad format that is used by newspapers, the class should be able to actually look for jobs.

Divide the class into two groups; one group is looking for a job; group two is interviewing people for a position they have open.

The group with a job opening should design newspaper ads, make posters for advertising the opening, and compile a list of questions to ask the job applicant.

The group looking for a job should fill out an application, design a newspaper ad stating that they are available for work, and get a letter of reference from someone in the room.

Applicants then go for jobs and are interviewed by people in the group with the opening.

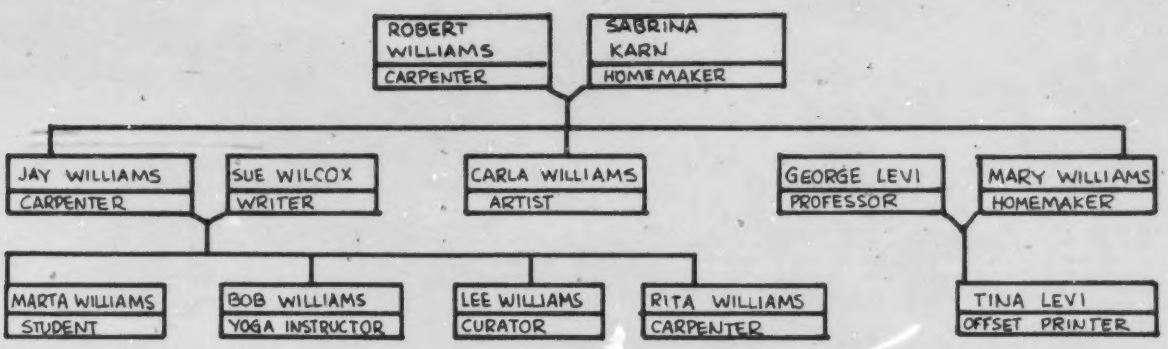
JOURNALISM FOR PERSONAL AWARENESS

In this activity, students will make a newspaper about themselves.

1. Have students complete questionnaire about their personal history and ambitions.
2. Discuss different items and articles that are found in newspapers.
3. Students will complete a newspaper about themselves, using newspaper print and newspaper format to make their paper.

SUGGESTED ITEMS FOR PERSONAL HISTORY

1. What are the vital statistics of your birth?
2. What pre-school memories do you remember?
3. What are your parents' occupations?
4. Who is your favorite relative?
5. What occupation does your favorite relative have?
6. Name one adult whom you admire.
7. What occupation does this adult have?
8. What pets do you have, or have you had, or would you like to have?
9. What hobbies do you have?
10. What are some of the things you do in your leisure time?
11. What was your most exciting experience?
12. What was your happiest moment?
13. What was your most frightening experience?
14. Do you like school?
15. What is your favorite subject?
16. What is your least favorite subject?
17. What is the title of your favorite book?
18. Why is that book your favorite?
19. What are your plans for the future?



PERSONAL FAMILY HISTORY

In this activity, students will be creating a personal family historical newspaper that correlates with world history by using photos, letters, and interviews with relatives.

As students collect data for their family tree to show birthdates of relatives, they also should collect information about what was happening to the family, and what was happening in the world.

SAMPLE WORKSHEET:

DATE BABY BORN	NAME	FAMILY HAPPENING	WORLD HAPPENING
Nov. 30, 1930	Donald Jones	Baby's father out of work.	Depression in U.S. and world.

If possible, students could research old newspapers in the library to gather information about world happenings. The collected information should be put into newspaper form, in date order, with illustrations and text describing the happenings. The paper should have a front page, headlines, illustrations, and text describing each event.

INTERVIEWING A FAMILY MEMBER FOR AN EDITORIAL

Students can write an editorial about their family based upon interviews with one of the members of their family. Students might use a tape recorder to record their interview, or they might write letters, or they may have phone interviews with the family member they are interviewing. The editorial is then written from the interviewee's position.

Through this type of exercise, students can gain a sense of identity and a sense of worth for different aspects of family life and different occupations.

ANSWER SHEET - LANGUAGE ARTS

CAREER NAMES JUST FOR FUN

1. Dolly
2. Olive
3. Mary
4. Barb
5. Mark
6. Jim
7. Mike
8. Candy
9. Dean
10. Sandy
11. Jack
12. Cliff
13. Patty
14. Sue
15. Nick
16. Rose
17. Adam
18. Pearl
19. Melody
20. Carrie
21. Berry
22. Rich
23. Victor
24. Ceil
25. Iris
26. Art

SUMMER SUPPLIES

Mr. Anderson works for the park district. Each spring he must order the supplies for the summer program. Below is a copy of this year's order. Complete the order form to see how much the summer program will cost.

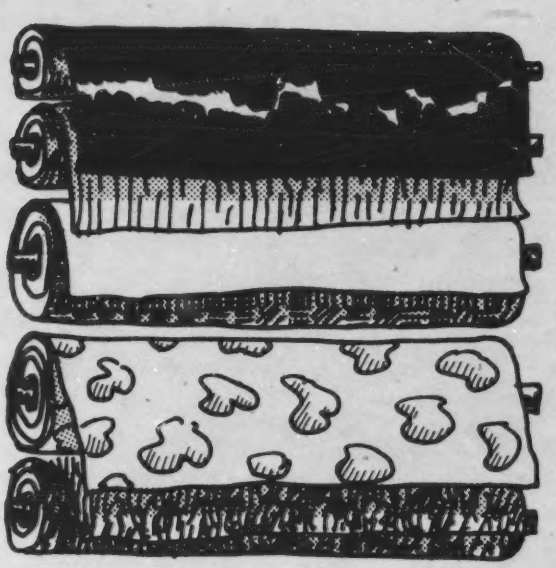
QUANTITY	ITEM	UNIT COST	TOTAL COST
10 pkg.	*6" pipe cleaners*	*.60/pkg.*	
25 doz.	*7" x 7" felt squares*	*.95/doz.*	
3 yd.	*burlap*	*.80/yd.*	
2 doz.	*white glue*	*6.75/doz.*	
3 cases	*craft sticks*	*12.95/case*	
5 pkg.	*wood beads*	*5.90/pkg.*	

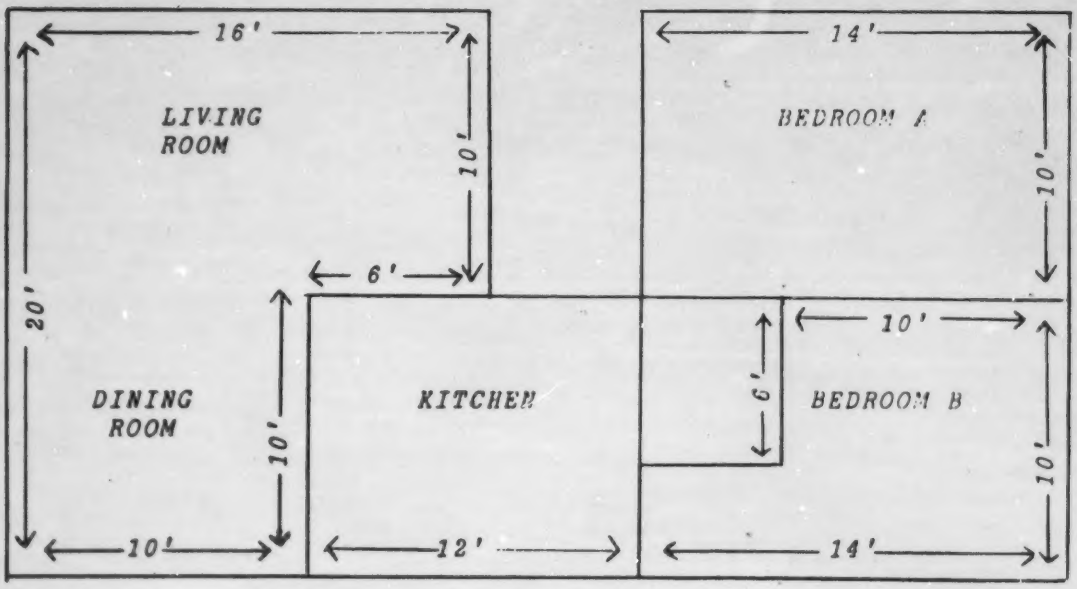
SUBTOTAL	
TAX - 5%	
TOTAL	

CARPETING CHALLENGE

Below is the floor plan of Mrs. Smith's new house. She has decided to have the entire house carpeted. It is your job as the carpetlayer to provide Mrs. Smith with an estimate of the cost of carpeting her home.

She has chosen a different quality of carpet for each room, so be careful!





	AREA	PRICE OF CARPETING PER SQ. FOOT	PRICE TO CARPET ROOM
Living Room	_____	$12.50	_____
Dining Room	_____	12.50	_____
Kitchen	_____	8.00	_____
Bedroom A	_____	7.50	_____
Bedroom B	_____	10.00	_____

WHAT'S THE DIFFERENCE?

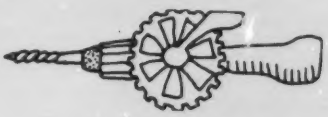
Listed below are careers and their estimated income in the years 1970 and 1980. Find what the salary increase will be by subtracting the 1970 salary from the 1980 salary.

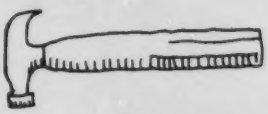
	CAREER	1970	1980	INCREASE
1.	Computer Programers	13,600	18,240	
2.	Designers	14,260	19,320	
3.	Registered Nurses	8,090	10,330	
4.	Bank Officials	15,990	22,600	
5.	Retail Salesclerks	6,470	8,380	
6.	Bookkeepers	6,530	8,600	
7.	Auto Mechanics	9,070	11,970	
8.	Bus Drivers	8,950	12,590	
9.	Police and Detectives	11,100	15,270	
10.	Hairdressers	5,770	7,770	
11.	Firefighters	11,610	16,000	
12.	Welders	9,640	13,760	
13.	Truck Drivers	9,640	14,050	
14.	Plumbers and Pipefitters	11,570	15,490	
15.	Electricians	11,780	15,690	
16.	Drafters	11,200	16,210	
17.	Building Superintendents	9,500	13,500	
18.	Real Estate Agents	12,820	18,290	
19.	Telephone Repairers	11,150	15,270	
20.	Bulldozer Operators	9,240	12,360	

MYSTERY CAREERS

Here are the names of some careers which are in code. Multiply the numbers and find the product. Look at the code and match the product with a corresponding letter to discover the career.

1. 8x3 4x5 11x5 10x5 9x3 9x5 12x5 3x9 5x11
2. 7x3 7x9 7x5 6x7 5x5 3x9 11x5
3. 5x5 7x7 4x6 6x10 7x7 5x11
4. 5x6 5x7 7x8 11x3 9x3 5x11 4x11 4x5 9x5
5. 6x6 9x7 5x5 8x4 9x3
6. 8x7 7x5 5x9 4x8 3x9 11x5
7. 7x3 4x5 8x5 9x3 11x5
8. 8x8 9x3 10x6
9. 9x9 7x7 7x7 4x10 9x3 3x9 5x10 9x3 11x5
10. 10x5 5x7 7x6 7x7 10x6





CODE:

A-20	H-33	O-49	V-64
B-21	I-35	P-50	W-70
C-24	J-36	Q-54	X-72
D-25	K-40	R-55	Y-77
E-27	L-42	S-56	Z-81
F-30	M-44	T-60	
G-32	N-45	U-63	

HIDDEN CAREERS

Here are the names of some careers which are in code. Divide the numbers and find the quotient. Look at the code and match the quotient with a corresponding letter to discover the career.

1. $\overline{9\div3}$ $\overline{24\div2}$ $\overline{25\div5}$ $\overline{36\div2}$ $\overline{33\div3}$

2. $\overline{30\div3}$ $\overline{42\div2}$ $\overline{24\div6}$ $\overline{49\div7}$ $\overline{40\div8}$

3. $\overline{18\div9}$ $\overline{63\div3}$ $\overline{75\div3}$ $\overline{35\div7}$ $\overline{54\div3}$

4. $\overline{32\div4}$ $\overline{45\div3}$ $\overline{38\div2}$ $\overline{80\div4}$ $\overline{45\div9}$ $\overline{57\div3}$ $\overline{76\div4}$

5. $\overline{52\div4}$ $\overline{75\div5}$ $\overline{28\div7}$ $\overline{30\div6}$ $\overline{36\div3}$

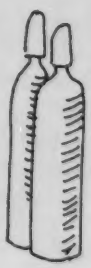
6. $\overline{98\div7}$ $\overline{84\div4}$ $\overline{72\div4}$ $\overline{95\div5}$ $\overline{25\div5}$

7. $\overline{48\div3}$ $\overline{81\div9}$ $\overline{48\div4}$ $\overline{90\div6}$ $\overline{60\div3}$

8. $\overline{92\div4}$ $\overline{10\div2}$ $\overline{60\div5}$ $\overline{36\div9}$ $\overline{80\div16}$ $\overline{54\div3}$

9. $\overline{52\div2}$ $\overline{75\div5}$ $\overline{90\div6}$ $\overline{72\div6}$ $\overline{30\div2}$ $\overline{56\div8}$ $\overline{72\div8}$ $\overline{38\div2}$ $\overline{40\div2}$

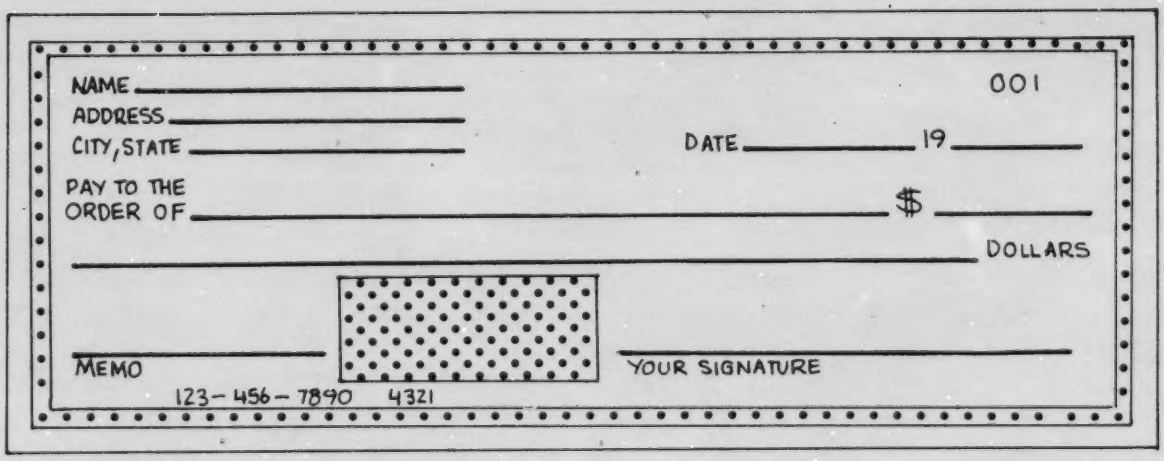
10. $\overline{36\div6}$ $\overline{25\div25}$ $\overline{90\div5}$ $\overline{78\div6}$ $\overline{95\div19}$ $\overline{90\div5}$



A-1	H- 8	O-15	V-22
B-2	I- 9	P-16	W-23
C-3	J-10	Q-17	X-24
D-4	K-11	R-18	Y-25
E-5	L-12	S-19	Z-26
F-6	M-13	T-20	
G-7	N-14	U-21	

WHAT IS YOUR INCOME?

	HOURLY SALARY (HS)	DAILY SALARY (DS) (HS X 8)	WEEKLY SALARY (WS) (DS X 5)	MONTHLY SALARY (WS X 4)
1.	$ 2.00			
2.	1.25			
3.	2.50			
4.	4.75			
5.	3.00			
6.	2.75			
7.	4.25			
8.	3.75			
9.	1.50			
10.	3.50			
11.	4.00			
12.	5.00			
13.	1.75			
14.	3.25			
15.	1.00			



ALICE'S CATALOG SPECIAL

1. Discuss with your students how a mail order business operates. Define the following terms:

   Unit Price
   Total Price
   Sub Total
   Sales Tax
   Back Order
   Quantity

2. Discuss the jobs that are needed for an efficiently run operation.

   Shelf Stocker
   Order Fillers
   Telephone Operators
   Billing Clerk
   Manager
   Accountant
   Stock Controller
   Shipping Clerk
   Delivery Personnel

3. Using the "Order Blank" on the following page, do one of the activities listed below.

   - List on the board 11 items to be ordered and the price of each. Have students complete the Order Blank and compute the total price, sub total, tax, and final total of the order.

   - Request several copies of a catalog from a local store. Duplicate their order form or use the one in the CAPERS. Set up a challenging problem for your students such as:

     a. You have $200.00 to spend on holiday presents for your family. Complete the order form, but do not spend more than your allotted amount.

     b. You are going on a vacation and have $400.00 to spend. Complete the order form and include items such as luggage, clothes, and camera.

     c. You are going to Europe on a vacation and can take only 50 pounds of personal belongings with you. Using a catalog that lists the weight of the items, list what you would bring and the total weight. Remember the weight of your luggage!

ORDER BLANK

NAME _____

ADDRESS _____

CITY _____ STATE _____ PHONE _____

QUANTITY	ITEM	UNIT PRICE	PRICE

SUB TOTAL _____

5% Ill. Sales Tax _____

TOTAL _____

CAREERS IN CONSTRUCTION

Accurate measurement is a vital part of any construction job. In this puzzle find the careers that are in the construction field.

Architect
Bricklayer
Builder
Carpenter
Carpet Installer
Cement Mason
Contractor
Electrician
Glazier
Hammersmith
Iron Worker
Landscaper
Lather
Millwright
Painter
Pipefitter
Plasterer
Plumber
Riveter
Roofer
Stone Mason
Surveyor
Tilesetter
Tool & Die Maker

P L U M B E R O L Y U Y P O L W F E U W T E K G P L A L Q
Q T U S R L O I K T R T I L E S E T T E R J J L O K L K W
W Y D D W E L D E R E J P K D O T G D P Y U H A I H D M E
E S C F D C D E N C E M E N T M A S O N N Y G Z T N F T R
R T F G F T A W M H F G F F G I I I F F B H F I M B G O T
R O O F E R E R J G G F I G F U B L G G V N M E N U H O Y
A N P E S I R H P L A S T E R E R K L T C S D R B I J L U
Q E I A A C T Y D E S F T B D H I J B W R D S H V L K A I
Z M N R D I Y T S D N R E V S J C H N E R F A R F D L N O
W A H C O A U G E S D T R C E K K H M K U I E F G E Y D S
S S Y H F N I R I V E T E R R G L M F J Y P G T H R T D U
X O U I D H W V G A F W Q R T T A A R U A U F H J T R I R
E N J T S G X O F S G E E H G H Y I T C G Y D I T Y E E V
D H M E E F S K R D H T F G D U E O S H F T S U U U W M E
C Y K C R D W J H K N Y D F S H R D E D E R E O Y J W A Y
R N I T T T E H G I E U S E A U N U R S E R R P J H Q K O
F U O H Y Y D G A F M R A D C A R P E T I N S T A L L E R
V J L G U U C P S R N R F W L M H L C O N T R A C T O R H

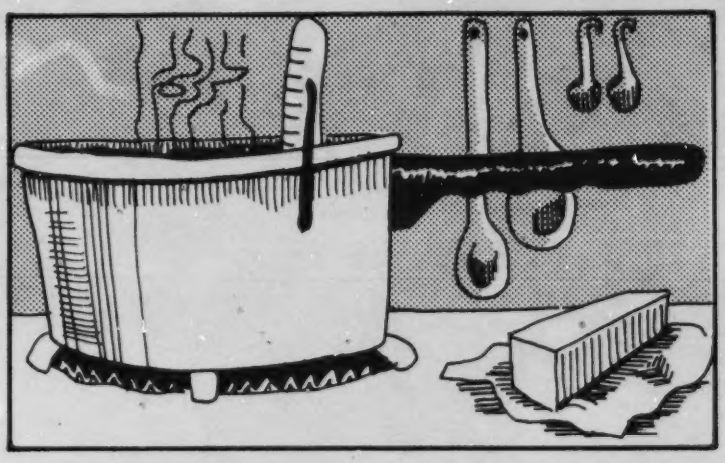
FUDGE FUN!

CLUSTER: Human Services
(Baker or Chef)

Each student imagines himself a baker. The holidays are coming up and "goodies" must be prepared. With so many presents to send and people visiting during the holidays, this recipe, as it is, will not make enough candy. The recipe must be tripl ɘ !!!

FUDGE CARAMELS
(6 dozen)

2/3 cup Hersey's Cocoa
2 cups granulated sugar
1 cup light corn syrup
1/8 teaspoon salt
1 cup evaporated milk
1/2 cup water
1/4 cup butter
1 teaspoon vanilla



ACTIVITIES:

1. How would the recipe have to be changed if only three dozen caramels were desired?

2. Have students actually make the caramels at home or school with adult supervision.

DIRECTIONS FOR MAKING FUDGE CARAMELS --

Combine cocoa, sugar, corn syrup, and salt in a heavy saucepan (3 quart). Add evaporated milk and water. Bring to a boil over medium heat, stirring constantly. Cook, stirring frequently, until mixture forms a firm ball in cold water (245° F.) Remove from fire; drop in butter and vanilla, stirring to completely blend in butter. Pour into buttered 9-inch square pan. Cool. Cut into squares (scissors are helpful) and wrap in waxed paper.

*Reprinted from Hershey's 1934 Cookbook. Hershey Foods Corporation 1971

IDEAS FOR CHECKS, CHECKBOOK, AND THE BANK STATEMENT

CHECKS

1. Discuss the correct way to fill out a check.
2. Review spelling of numbers.
3. Duplicate the worksheet entitled "CHECKS" from the CAPERS and have your students complete the three checks. Give them the amount and the name of the person to whom the check is to be written.

CHECKBOOK

1. Discuss the reasons for accurate record keeping of a checkbook, and define the terms *deposit* and *balance*.
2. Duplicate the worksheet entitled "CHECKBOOK" from the CAPERS. List on the board the check numbers, dates, to whom the check is issued, and the amount of the checks for the students to transfer to the worksheet and compute the balance.

   Before duplicating the worksheet, the teacher can complete some of the information and have the students compute the balance on each line.

BANK STATEMENT

1. Discuss the reason for a bank statement and how the person with the account can balance his/her checkbook. Define any unknown terms that are on the statement.
2. Have the students fill out a check, record it in their checkbook, and complete what the bank statement would record with this information.

GOOD FOLLOW-UPS

- Invite a local banker, bank teller, or bank official to your class to speak to your students.
- Take a career education (people oriented) fieldtrip to a bank.

CHECKS

NAME _____ NUMBER _____

DATE _____

Pay to the order of _____ $_____

_____ *DOLLARS*

FIRST BANK OF

_____ _____

A/C

NAME _____ NUMBER _____

DATE _____

Pay to the order of _____ $_____

_____ *DOLLARS*

FIRST BANK OF

_____ _____

A/C

NAME _____ NUMBER _____

DATE _____

Pay to the order of _____ $_____

_____ *DOLLARS*

FIRST BANK OF

_____ _____

A/C

STATEMENT OF ACCOUNT WITH

FIRST BANK OF _____

NAME _____ A/C _____

ADDRESS _____ DATE _____

PREVIOUS BALANCE	TOTAL DEBITS		TOTAL CREDITS		BALANCE THIS STATEMENT
	NUMBER	AMOUNT	NUMBER	AMOUNT	

DATE	CHECKS AND DEPOSITS	BALANCE

BANK BALANCE THIS STATEMENT $_____

PLUS DEPOSITS NOT LISTED +_____

+_____

TOTAL $_____

MINUS CHECKS NOT CASHED -_____

BALANCE $_____

(BALANCE SHOULD AGREE WITH CHECKBOOK)

CHECKBOOK

CUT OUT CHECKBOOK; MAKE A COVER USING TAGBOARD OR CONSTRUCTION PAPER.

CK.#	DATE	CHECK ISSUED	AMT. OF CHECK	AMT. OF DEPOSIT	BALANCE

CK.#	DATE	CHECK ISSUED	AMT. OF CHECK	AMT. OF DEPOSIT	BALANCE

A SALARY RAISE!!

Complete the chart below by computing the amount of the increase and of the NEW SALARY.

	WEEKLY SALARY	INCREASE PERCENT	AMOUNT OF INCREASE	NEW SALARY
1.	$ 42.00	5%	$_____	$_____
2.	45.00	10%	$_____	$_____
3.	75.00	12%	$_____	$_____
4.	50.00	7%	$_____	$_____
5.	110.00	6%	$_____	$_____
6.	100.00	4%	$_____	$_____
7.	80.00	8%	$_____	$_____
8.	60.00	10%	$_____	$_____
9.	150.00	9%	$_____	$_____
10.	90.00	11%	$_____	$_____
11.	120.00	3%	$_____	$_____
12.	130.00	5%	$_____	$_____
13.	75.00	9%	$_____	$_____
14.	90.00	12%	$_____	$_____
15.	180.00	6%	$_____	$_____
16.	125.00	4%	$_____	$_____
17.	65.00	7%	$_____	$_____
18.	105.00	3%	$_____	$_____
19.	95.00	8%	$_____	$_____
20.	70.00	10%	$_____	$_____

FROM: 12-27 to 1-9

RADNOC ACE COMPANY

EMPLOYEE: ANN FINKEL SOCIAL SECURITY NUMBER: 323-48-2084

STATEMENT OF EARNINGS

NOT NEGOTIABLE

JOB DESCRIPTION	HOURS	RATE	AMOUNT
FULL TIME REGULAR	72.75	3.00 PER HOUR	218.25
OVERTIME	.75	4.00 PER HOUR	3.00

GROSS	FEDERAL TAX	STATE TAX	SOCIAL SECURITY	NET PAY
221.25	21.00	12.25	4.50	183.50

UNITED CAREER BANK

MATH
(Addition/
Subtraction)

JOBS IN THE YEAR 1985

Here are the numbers of people who are presently employed in job areas and the estimated increase or decrease of jobs that will be needed in 1985. Add or subtract the change to see how many workers will be needed in each area in the year 1985.

	JOB AREA	ESTIMATE	CHANGE	NEED IN 1985
1.	Stenographers	103,000	- 25,000	
2.	Lawyers	345,000	+145,000	
3.	Baggage Porters	20,000	- 2,000	
4.	Radio Announcers	22,000	+ 3,000	
5.	Plasterers	26,000	- 1,000	
6.	Photographers	80,000	+ 15,000	
7.	Drill-press Operators	76,000	- 2,000	
8.	Cashiers	1,111,000	+229,000	
9.	Patternmakers	41,000	- 3,000	
10.	Dishwashers	210,000	+ 40,000	
11.	Bakers	122,000	- 2,000	
12.	Office-machine Repairers	65,000	+ 32,000	
13.	Shoe Repairers	30,000	- 3,000	
14.	Carpet Installers	65,000	+ 13,000	
15.	Taxi Drivers	173,000	- 31,000	
16.	Railroad Conductors	40,000	+ 1,000	
17.	Farm Laborers	1,404,000	-556,000	
18.	Bricklayers	165,000	+ 40,000	

ANSWER SHEET

WHAT IS YOUR INCOME?

1.	$16.00	80.00	320.00
2.	10.00	50.00	200.00
3.	20.00	100.00	400.00
4.	38.00	190.00	760.00
5.	24.00	120.00	480.00
6.	22.00	110.00	440.00
7.	34.00	170.00	680.00
8.	30.00	150.00	600.00
9.	12.00	60.00	240.00
10.	28.00	140.00	560.00
11.	32.00	160.00	640.00
12.	40.00	200.00	800.00
13.	14.00	70.00	280.00
14.	26.00	130.00	520.00
15.	8.00	40.00	160.00

MYSTERY CAREERS

1. Carpenter
2. Builder
3. Doctor
4. Fisherman
5. Judge
6. Singer
7. Baker
8. Vet
9. Zoo Keeper
10. Pilot

WHAT IS THE DIFFERENCE?

1. 4,640
2. 5,060
3. 2,240
4. 6,610
5. 1,910
6. 2,070
7. 2,900
8. 3,640
9. 4,170
10. 2,000
11. 4,390
12. 4,120
13. 4,410
14. 3,920
15. 3,910
16. 5,010
17. 4,000
18. 5,470
19. 4,120
20. 3,120

A SALARY RAISE!

1.	2.10	44.10
2.	4.50	49.50
3.	9.00	84.00
4.	3.50	53.50
5.	6.60	116.60
6.	4.00	104.00
7.	6.40	86.40
8.	6.00	66.00
9.	13.50	163.50
10.	9.90	99.90
11.	3.60	123.60
12.	6.50	136.50
13.	6.75	81.75
14.	10.80	100.80
15.	10.80	190.80
16.	5.00	130.00
17.	4.55	69.55
18.	3.15	108.15
19.	7.60	102.60
20.	7.00	77.00

JOBS IN THE YEAR 1985

1. 78,000
2. 490,000
3. 18,000
4. 25,000
5. 25,000
6. 95,000
7. 74,000
8. 1,340,000
9. 38,000
10. 250,000
11. 120,000
12. 97,000
13. 27,000
14. 78,000
15. 142,000
16. 41,000
17. 848,000
18. 205,000

HIDDEN CAREERS

1. clerk
2. judge
3. buyer
4. host/ess
5. model
6. nurse
7. pilot
8. welder
9. zoologist
10. farmer

ANSWER SHEET

CARPETING CHALLENGE

160 square feet	$2,000.00
100 square feet	1,250.00
120 square feet	960.00
140 square feet	1,050.00
116 square feet	1,160.00

SUMMER SUPPLIES

	$ 6.00
	23.75
	2.40
	13.50
	38.85
	29.50
Total	$114.00
Tax	5.70
Gr. Total	$119.70

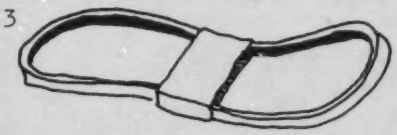
AUTOMOTIVE EQUIPMENT

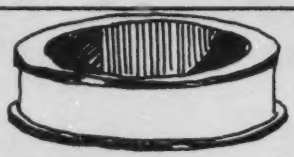
Pictured below are automobile parts and equipment with which anyone in the automotive field is familiar. See if you can write the correct term under each picture.

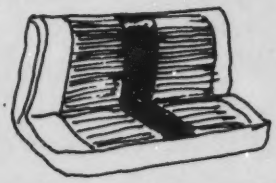
air filter	funnel	jumper cables	radiator hose	sideview mirror
battery	hub cap	muffler	seat belt	tachometer
fan belt	jack	oil can tapper	seat cover	tape player

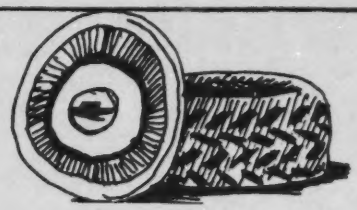
1

2

3 

4 

5 

6 

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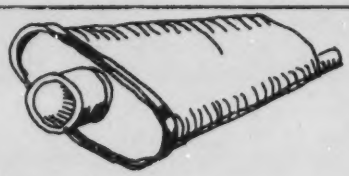
10 

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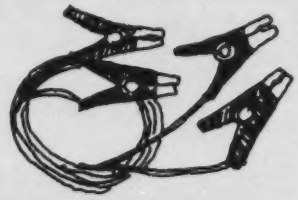
12 

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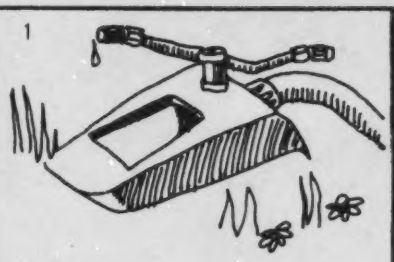
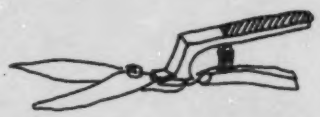
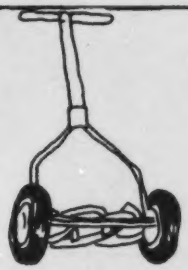
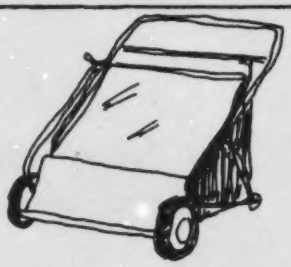
14

15

LANDSCAPING TOOLS

A Landscaping Architect, Horticulturist, or a Gardener need the following tools for their jobs. Give the name of the tool and a description of its use.

(fertilizer spreader, hedge trimmer, hoe, lawn mower, lawn sweeper, pitch fork, pruning shears, rake, spade, sprinkler, wheelbarrow, hand cultivator)

1  Tool _____ Use _____	2 Tool _____ Use _____	3  Tool _____ Use _____
4  Tool _____ Use _____	5 Tool _____ Use _____	6 Tool _____ Use _____
7 Tool _____ Use _____	8 Tool _____ Use _____	9 Tool _____ Use _____
10 Tool _____ Use _____	11  Tool _____ Use _____	12 Tool _____ Use _____

POLICE OFFICER CROSSWORD

arrest	crime	law	ticket
badge	criminal	police officer	traffic
beat	fingerprints	police station	uniform
canine	jail	squad car	witness
court	job	suspect	whistle

ACROSS

1. What you get when you break a traffic rule.
2. Where all police officers must report to before duty. (two words)
3. What the police enforce.
4. An area that an officer walks is called his/her _____.
5. Where a person goes to be tried.
6. What the police ride in. (two words)
7. A police dog is in the _____ patrol.
8. Another word for prison.
9. What an officer wears to work.
10. Someone who may have committed a crime.
11. The police officer would use his/her___ to stop traffic.
12. A friend who protects you. (two words)

DOWN

1. Controlling automobiles on a street is called_____ duty.
4. A _____ is worn on the officer's chest.
7. Against the law.
13. Person who has seen a crime committed.
14. A person who is convicted of a crime.
15. An officer's work is called his/her_____.
16. Taking a person into custody.
17. What is taken of a suspect for identification.

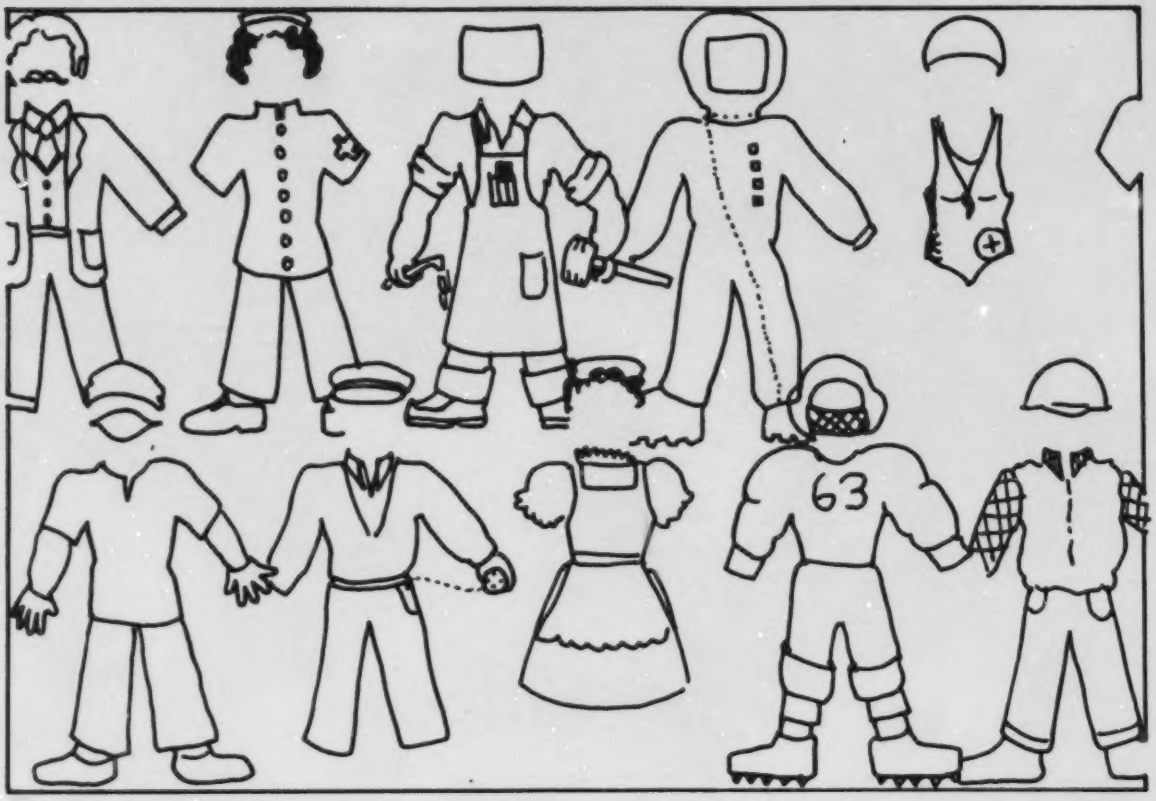
POLICE OFFICER CROSSWORD PUZZLE

WHAT DO THEY WEAR TO WORK?

After each occupation, briefly describe the uniform or special clothing that is worn. Decide if it is (F) functional to the job, (D) worn for a decorative purpose, or (B) both. Write this code in the space provided.

OCCUPATION	ATTIRE WORN ON THE JOB	CODE
Doctor		
Mechanic		
Barber		
Police Officer		
Postal Worker		
Flight Attendant		
Scientist		
Military General		
Dental Assistant		
Painter		
Fire Fighter		
Waiter/Waitress		
Jockey		
Pharmacist		
Construction Worker		
Nurse		
Bus Driver		
Custodian		
Chef/Cook		
Cashier		
Domestic Helper		
Forest Ranger		
Football Player		

JOBS AND UNIFORMS



While on the job, many workers wear special kinds of clothing for protection and identification.

1. Have your students collect pictures of workers who wear special clothes. Post the pictures for display.

   DISCUSSION QUESTIONS:

   WHY DO HEALTH WORKERS WEAR WHITE?
   WHY DO THE POLICE OFFICERS WEAR UNIFORMS?
   WHY ARE SAFETY GOGGLES IMPORTANT IN SOME JOBS?

2. Have your students complete the chart of people who wear special clothes and give the reason why.

   Discuss the fact that uniforms can be functional, decorative, or can denote a job or level of a job.

   Use the worksheet "What Do They Wear To Work?" in the CAPERS.

NAME THEM ALL

Think of all the people who work with marketing, producing, and selling of food. On the chart below, list as many occupations and their job descriptions as you can in an allotted time designated by your teacher.

OCCUPATION	JOB DESCRIPTION
Stock person	unloads, stocks food

TOOLS USED IN OCCUPATIONS

1. Have children bring to class pictures from magazines showing tools that different workers use, or bring the actual tools to class.

2. EXAMPLES: Chef or Cook:
   spoon, pancake turner,
   meat tenderizer, fork,
   pans, knives, skillets,
   etc.

   Carpenter:
   tape measure, plane,
   hammer, screw driver,
   wrench, saw

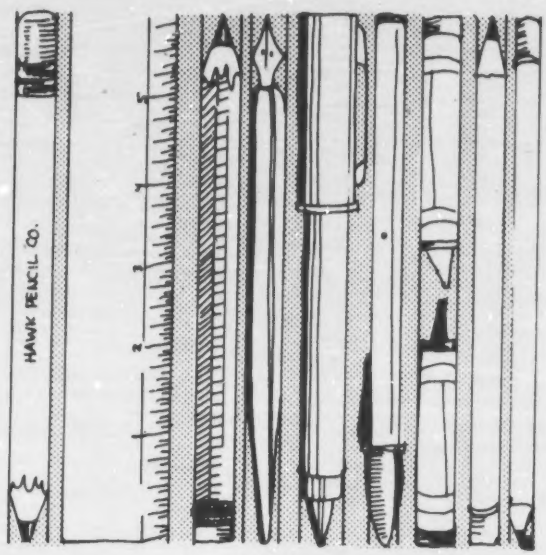
2. Give reports on tools used in different occupations. Make a bulletin board display of pictures and/or tools and charts.

3. Plan a field trip to a large restaurant, store, hospital, or construction site to see tools being used.

4. Since the same tool is used in a variety of occupations, have your students list as many occupations as they can for one tool.

   EXAMPLES: Ruler

   Teacher
   Architect
   Plumber
   Tailor



RESTAURANT CAREERS AND TERMS

Here are a few important careers that are needed for a smooth and efficiently run restaurant. Match the job title with the job description.

A. Baker
B. Bartender
C. Busboy/Busgirl
D. Cashier
E. Chef
F. Dishwasher
G. Hat Check Person
H. Host/Hostess
I. Owner
J. Manager
K. Meat Cutter
L. Parking Lot Attendant
M. Reservationist
N. Waiter/Waitress

1. _____ This person is responsible for helping customers find places for their cars or personally parking them.

2. _____ Food preparation and cooking are the responsibilities of this person.

3. _____ A person in this job is to clear and set the tables and to assist the waiter or waitress whenever possible.

4. _____ This person mixes the drinks that have been ordered.

5. _____ Overseeing all the jobs in the dining room and kitchen is the responsibility of this person.

6. _____ This person gives you a claim check for your belongings.

7. _____ This person makes the dessert and pastries.

8. _____ This person greets you and seats the customers.

9. _____ A customer would talk to this person prior to the meal about date, time, and numbers of people who will be seated.

10. _____ This person takes your order, serves your meal, and tends to your needs during your meal.

11. _____ The restaurant is a financial investment to this person.

12. _____ This person must know the cuts of meat and how they are to be served according to the style of the restaurant.

13. _____ This job involves making the correct change.

14. _____ This person cleans the dishes and silverware.

DEFINE THESE RESTAURANT TERMS ON ANOTHER SHEET OF PAPER.

appetizer	entrée	menu
bill or check	credit card	recipe
luncheon	side order	beverage
place setting	dessert	condiment
reservation	tip	

BUILDING A CLASSROOM CITY

Each student will be given a responsibility to make something for your CLASSROOM CITY. Material can be used from the supplies that you have in your school--construction paper, straws, empty milk cartons, clay, yarn, and cardboard. Use a large table covered with paper for this project.

1. Discuss the facilities that your class would want for their city, and list them on the board.

hospital	pharmacy	homes or residential area
school	hardware store	apartment buildings
church	office buildings	recreational areas
police station	City Hall	shopping center
fire department	bank	
grocery store	factory	

   Assign several students to construct these buildings or areas.

2. Select several students to be city planners and road designers who will be responsible to map out the city, to place the completed buildings on the table, and to lay the road with black construction paper.

3. Select several students to be the city and park landscapers, who will be responsible to construct the trees and vegetation for the beautification of the city.

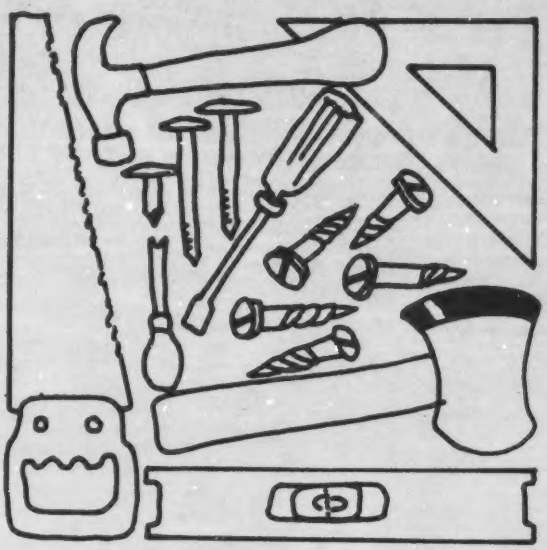
4. Make name tags for each student and have them decide what career they would be interested in and place their tag on the location in the city where they would work.

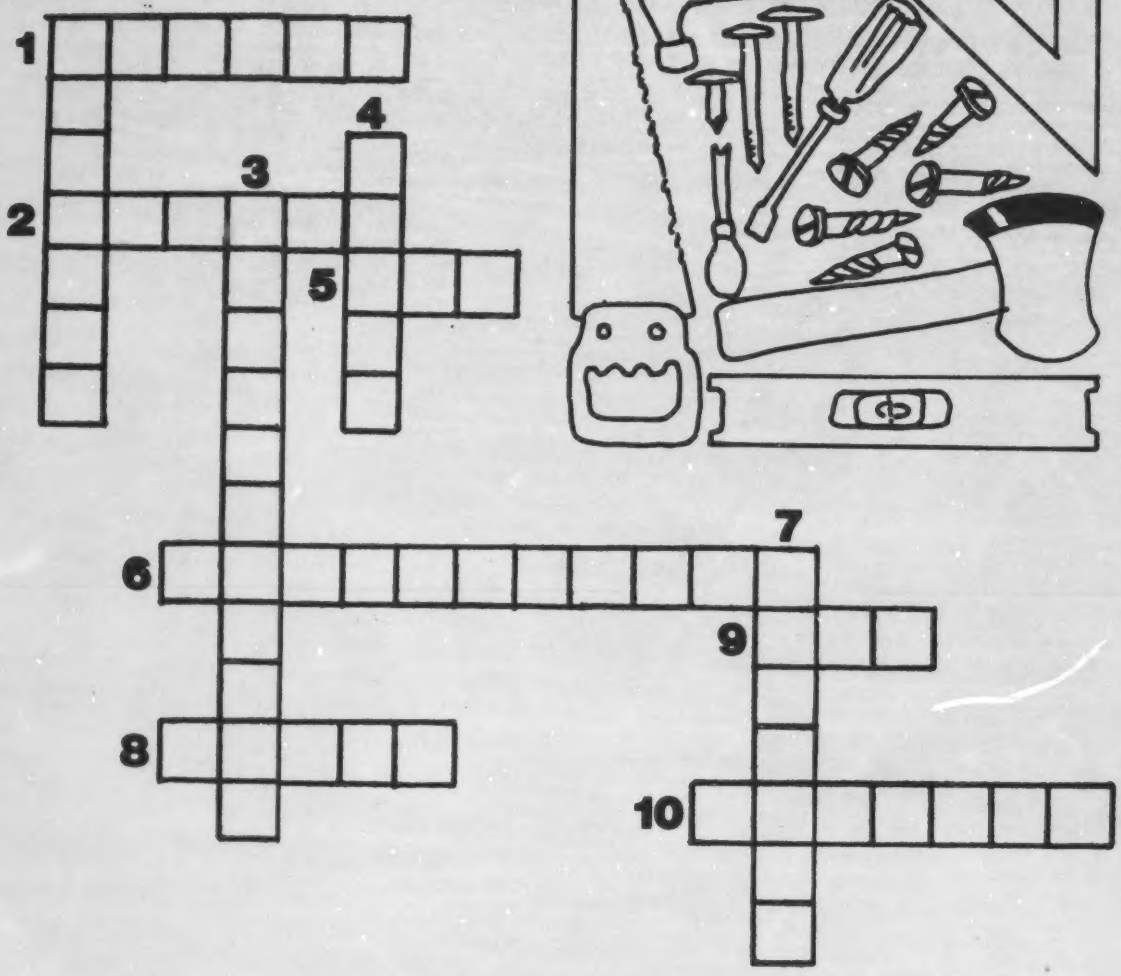
OPTIONS FOR YOUR CITY -

* A toy train set could be set up on the table. The "Transportation Experts" would lay the track and train, and make railroad crossing signs.
* As a class, vote on the city name and the names for the streets, school, hospital, etc.
* Have class elections for various offices of the city:

Mayor	Bank President	Minister
Chief of Police	School Principal	Factory owner
Fire Captain	Hospital Administrator	

CONSTRUCTION TOOLS





ACROSS

1. Used for driving nails
2. Used in chipping wood
5. Used to punch small holes
6. Used to drill holes
8. Used for finding a straight line
9. Used to cut wood
10. Used to cut metal

DOWN

1. Used to chop wood
3. Used to turn screws
4. Used to smooth a surface
7. Used to make a right angle

WORDS TO USE:

hatchet, plane, hammer, level, hacksaw, saw, T-square, chisel, awl, brace and bit, screwdriver

COMMUNITY CAREERS

Unscramble these careers of people who help to maintain your community and serve the people in it. (HINT: The first letter of each word is underlined!)

1. lioecp eloffcr _____
2. ierf erfight _____
3. ymora _____
4. ttdneis _____
5. nkaber _____
6. ywalre _____
7. toodcr _____
8. seurn _____
9. shercai _____
10. bbrrae _____
11. treeach _____
12. trainrainvee _____
13. kabre _____
14. bruchte _____
15. blackriery _____
16. sub riverd _____
17. crutk veirrd _____
18. koco _____
19. terpencar _____
20. wateri _____
21. tresswai _____
22. baggare lieccoort _____
23. canmecih _____
24. brainliar _____
25. iredto _____
26. treeporr _____
27. marchastip _____
28. soaptl crekl _____
29. plothenee ratpooer _____
30. tester laceren _____
31. memehokar _____
32. greenard _____
33. eelialctrcn _____
34. cantibeaui _____
35. crelk _____
36. sonrepsasle _____
37. yrd nearcel _____
38. singscro ugrad _____
39. cryatseer _____

TOOLS, TOOLS, TOOLS

Different careers need different tools to get the job done correctly. Here is a list of tools that are used. Write the tool that would be used next to the career titles below. BE CAREFUL!

air tank
broom
CB radio
costume
drafting board
drill
hammer & nails
hatchet
hose & nozzle
knife
magnifying glass
menu
microscope
mortar
needle & thread
paint brush
planbook
plow
printing press
pots & pans
rake & spade
rod & reel
safety deposit box
squad car
stethoscope
switch board
telescope
typewriter
whistle
wrench

Artist _____
Scuba Diver _____
Dressmaker/Tailor _____
Biologist _____
Custodian _____
Carpenter _____
Secretary _____
Dentist _____
Detective _____
Farmer _____
Life Guard _____
Teacher _____
Astronomer _____
Banker _____
Butcher _____

Newspaper Editor _____
Actor/Actress _____
Auto Mechanic _____
Nurse _____
Waiter/Waitress _____
Truck Driver _____
Telephone Operator _____
Lumber Jack _____
Police Officer _____
Fire Fighter _____
Gardener _____
Chef _____
Fisherman _____
Bricklayer _____
Architect _____

AN ASSEMBLY LINE

Arrange the class into two groups and plan to draw a product which has at least ten parts. The number of parts would be determined by the size of group. If there were ten parts, you would have ten students in a group.

Assembly Line - Group A

Each student is responsible to draw one assigned part on the bicycle and pass the product to the next assembly line worker.

Hand Crafters - Group B

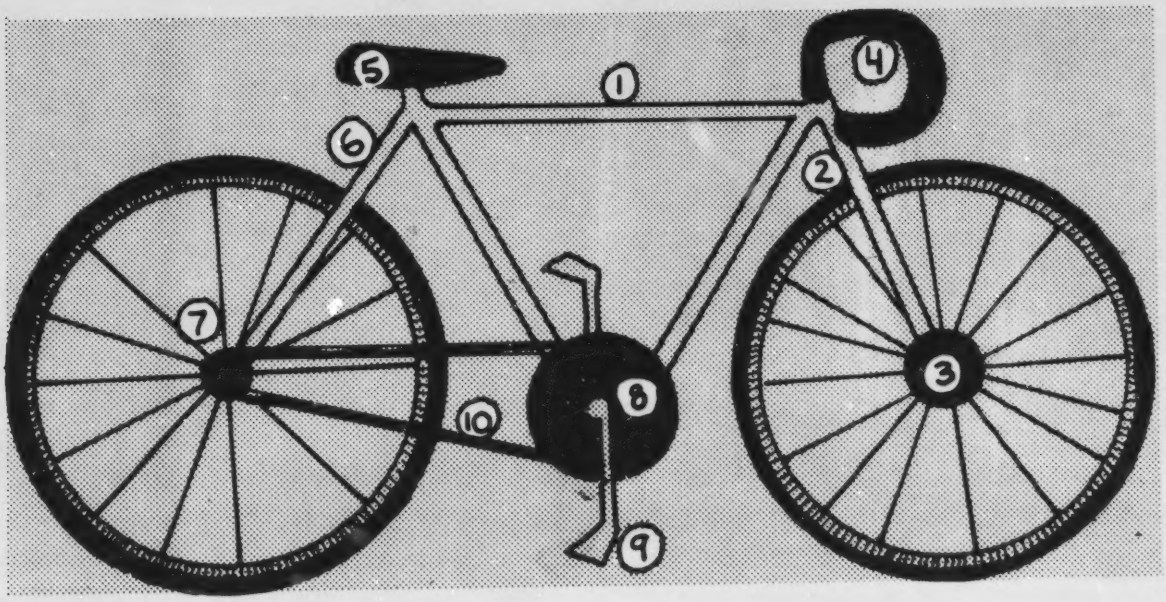
Each student is to design his/her own complete bicycle and may be as creative as the student wishes.

Each group is to complete as many bicycles as possible in an allotted time.

At the end of the assigned time period, collect the completed products from both groups and discuss the following:

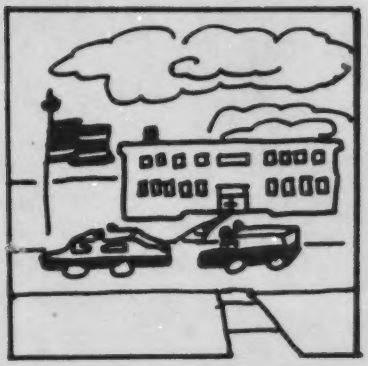
Why are the products different?
Which group worked faster?
What problems arose?
Is there a quality difference in the product produced by Group A and Group B?

BELOW IS AN EXAMPLE OF A 10-PART PRODUCT.



POLICE SCRAMBLE

DIRECTIONS: Complete each sentence by unscrambling the words.



1. Police officers should have a strong sense of IITSRESONPBILY. _____
2. Officers should be able to give and AKTE orders. _____
3. A keen power of OBSERVAONIT is very important. _____
4. A police officer in charge of the flow of automobiles is on TAFICRF duty. _____
5. If you are on patrol duty, you can either ALWK or patrol in an TOMBLIEAUO. _____
6. A police officer who works with a dog is on AINECN patrol. _____
7. A TTEDECIVE is usually in charge of a criminal investigation. _____
8. An officer who works at headquarters is in charge of NIMMUCOAONITC. _____
9. SGERINTFPRIN are a positive means of identification. _____
10. BHRORA TLPOAR is in charge of police problems that happen on the waterfront. _____
11. All police officers have the power to make RTAESRS. _____
12. The law requires officers to advise anyone they arrest of their constitutional HTRGIS. _____
13. These rights include the right to remain SIELTN and the right to an YTORTEAN. _____
14. A police officer's job is law NEFOMNRCEET. _____

CAREER AWARENESS WITHIN YOUR SCHOOL

A good start for Career Awareness is within your school. Divide the class up into groups and have them study the different occupations available within the school. Students could tour different areas of the school building, interview people, and invite workers in to talk with them about their jobs.

Suggested areas for study:

- Tour the kitchen to observe the cooks involved with food preparation.
- Tour the kitchen in the afternoon to observe cleanup activities.
- Tour the custodians' quarters.
- Tour the offices.
- Interview or invite in for a question-and-answer session the following people:

cook	librarian
custodian	school nurse
crossing guard	social worker
teacher aide	truant officer
bus driver	counselor
principal	superintendent
secretary	

Students then can create a help-wanted ad page listing all the different occupations available within their school. Photographs could also be taken of the different occupations.

Another step would be for the students to find out about the workers who come into the school often. These people might be postal workers, garbage collectors, delivery personnel, or salespersons, etc.

MATERIALS: Scissors, glue, tape, construction paper, and magazine pictures.

On a large piece of paper, trace a map of the United States. The map should be large enough for the activity planned below.

Using the construction paper, have your students build miniature conestoga wagons, cities, towns, and forts to place on the map along the different trails west. Give each location a name.

With the map as a background, have each student write a diary of a resident of a town, city, or fort. Have them describe the different occupations of the time, the materials they worked with, and the part of the country they worked in.

THE MAP, PICTURES, AND JOURNAL WILL BE A GOOD EXAMPLE OF PIONEERS, AND HOW THEY LIVED AND WORKED.

PIONEER JOURNAL

OF

_____

ANSWER SHEET - SOCIAL STUDIES

RESTAURANT CAREERS AND TERMS

1. L
2. E
3. C
4. B
5. J
6. G
7. A
8. H
9. M
10. N
11. I
12. K
13. D
14. F

COMMUNITY CAREERS

1. police officer
2. fire fighter
3. mayor
4. dentist
5. banker
6. lawyer
7. doctor
8. nurse
9. cashier
10. barber
11. teacher
12. veterinarian
13. baker
14. butcher
15. bricklayer
16. bus driver
17. truck driver
18. cook
19. carpenter
20. waiter
21. waitress
22. garbage collector
23. mechanic
24. librarian
25. editor
26. reporter
27. pharmacist
28. postal clerk
29. telephone operator
30. street cleaner
31. homemaker
32. gardener
33. electrician
34. beautician
35. clerk
36. salesperson
37. dry cleaner
38. crossing guard
39. secretary

TOOLS, TOOLS, TOOLS

1. paint brush
2. air tank
3. needle and thread
4. microscope
5. broom
6. hammer and nails
7. typewriter
8. drill
9. magnifying glass
10. plow
11. whistle
12. planbook
13. telescope
14. safety deposit box
15. knife
16. printing press
17. costume
18. wrench
19. stethoscope
20. menu
21. C B radio
22. switch board
23. hatchet
24. squad car
25. hose and nozzle
26. rake and spade
27. pots and pans
28. rod and reel
29. mortar
30. drafting board

SOCIAL STUDIES ANSWER SHEET

LANDSCAPING TOOLS

1. sprinkler
2. wheelbarrow
3. pruning shears
4. lawn mower
5. rake
6. hand cultivator
7. spade
8. fertilizer spreader
9. hedge trimmer
10. hoe
11. lawn sweeper
12. pitch fork

AUTOMOTIVE EQUIPMENT

1. seat belt
2. battery
3. fan belt
4. air filter
5. seat cover
6. hub cap
7. radiator hose
8. oil can tapper
9. tape player
10. muffler
11. funnel
12. jumper cables
13. sideview mirror
14. tachometer
15. jack

POLICE OFFICER CROSSWORD

Across

1. ticket
2. police station
3. law
4. beat
5. court
6. squad car
7. canine
8. jail
9. uniform
10. suspect
11. whistle
12. police officer

Down

1. traffic
4. badge
7. crime
13. witness
14. criminal
15. job
16. arrest
17. fingerprints

POLICE SCRAMBLE

1. responsibility
2. take
3. observation
4. traffic
5. walk
   automobile
6. canine
7. detective
8. communication
9. fingerprint
10. harbor patrol
11. arrests
12. rights
13. silent
    attorney
14. enforcement

15 CAREERS IN SCIENCE

Here are just a few of the career opportunities that are in the science field. Write the letter of the career next to the correct definition. Use your dictionary!

A. Agronomist	F. Forester	K. Marine Life Technician
B. Astronomer	G. Geodesist	L. Meteorologist
C. Biochemist	H. Geologist	M. Oceanographer
D. Biologist	I. Geophysicist	N. Physicist
E. Chemist	J. Horticulturist	O. Soil Conservationist

1. _____ Someone who studies the layers of material that make up the earth from the beginning of time to the present.

2. _____ A career that involves the testing and analysis of chemicals.

3. _____ A scientist who is concerned with ways to save soil.

4. _____ Someone who measures areas of the earth for maps and who studies the earth's size, weight, and mass.

5. _____ This career in agriculture researches the effect of the soil variations on plants to improve the crop yield.

6. _____ A scientist who deals with all aspects of water on the earth's surface.

7. _____ A career that studies life processes and living organisms.

8. _____ A scientist who studies the position and aspects of the solar system.

9. _____ A specialist in geology who studies earthquakes, volcanoes, and the movement of glaciers.

10. _____ A researcher who specializes in the growth and improvement of garden plants.

11. _____ A scientist specializing in the study of heat, light, magnetism, and sound.

12. _____ A career that studies the effect of chemicals on all living organisms.

13. _____ A career that manages and protects the natural environment of woodland plants and animals.

14. _____ A person who studies the weather conditions, and the earth's atmosphere.

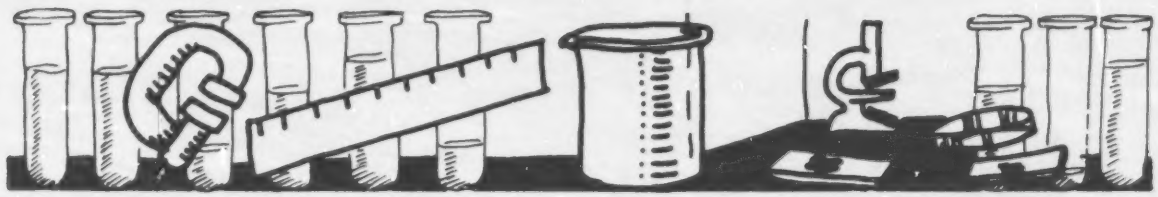
15. _____ A specialist who studies and raises sea plants and animals.

CAREERS AND THEIR SCIENCE INTEREST

Here are a few careers that are involved in some aspect of science. Each would be interested in a different section of your science textbook. Look through your book and complete the information below. If there is not a section or chapter that would be of interest to the career, write "no area."

SCIENCE BOOK TITLE _____

AUTHOR(S) _____



CAREER	JOB DESCRIPTION	CHAPTER OR UNIT NAME	PAGE
Archaeologist	Study life in the past ages		
Astronaut	A space traveler		
Astronomer	Study galaxies		
Biologist	Study lives of plants and animals		
Cartographer	Makes maps of land surface		
Chemist	Work with cause & effect of chemicals		
Cytotechnologist	Study body cell structure		
Dietician	Concerned with proper diet		
Electrician	Install electrical fixtures & wiring		
Forester	Protect and manage woodland areas		
Geologist	Study rocks		
Horticulturist	Study plants		
Mechanic	Repair engines, etc.		
Meteorologist	Study weather		
Oceanographer	Study all aspects of the sea		
Optometrist	Eye doctor		
Physicist	Study heat, light, magnetism, sound		
Zoologist	Study animals		

THE ROAD TO SOMEWHERE !!!

YOU are now about to make a very important decision! Just as every scientist must decide what experiment to do in order to get the best results, so this minute is not an instant too soon to decide what you want to be when you become an adult.

Let's go through the scientific procedure in CAREER HUNTING!!!

- - - - - - - - - -

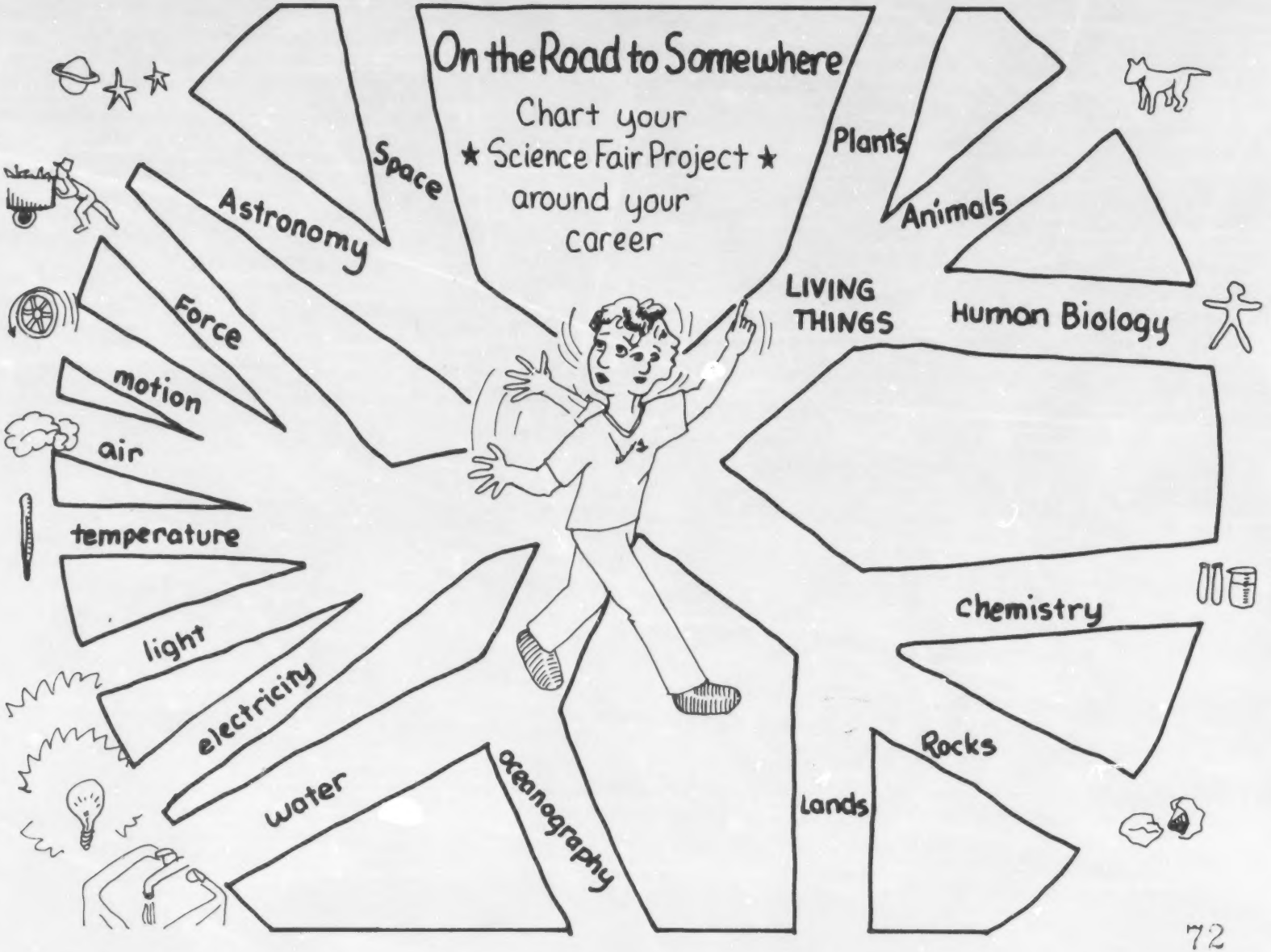
PROBLEM: What do I want to be when I grow up?

MATERIALS: All of ME, including my hands, my feet, my head, and my entire body. All my senses and my intellect are also involved.

PROCEDURE: With the materials I possess, I must observe, measure, record, interpret, predict, communicate, classify, investigate, and develop attitudes in whatever field of labor I choose. Once I have made my decision as to my career, I must proceed to do the best I can in obtaining all the help and education needed.

I must seize every opportunity available to further the career I have carefully chosen.

RESULTS: By the time I am an adult, I will be what I want to be during my lifetime. In this way, I will be assured of a very happy and successful career.


On the Road to Somewhere
Chart your
★ Science Fair Project ★
around your
career
Space
Astronomy
Force
motion
air
temperature
light
electricity
water
oceanography
Lands
Rocks
Chemistry
LIVING THINGS
Human Biology
Animals
Plants

ROAD TO SOMEWHERE

"HOW TO DISCOVER WHICH ROAD TO TAKE!"

Puzzled about what direction to take in your future career? Read the following statements and choose the category which suits you best. Place a check mark next to each statement which interests you the most. You are only allowed to check 3 courses or "roads to follow," and are to have no more than 13 checkmarks. You may use less if you like. The course which has the most checkmarks is probably the one which interests you the most.

Living Things - Plants

____ 1. I like to watch plants grow.

____ 2. I would like to grow plants indoors or outdoors.

____ 3. I would like to experiment with plants.

____ 4. I would like to make a terrarium.

____ 5. I would like a career that involves working with plants.

Living Things - Animals

____ 1. I like to observe animals of all kinds.

____ 2. I would like to raise different animals.

____ 3. I like to watch where animals live.

____ 4. I would like to operate on animals.

____ 5. I would like to make an aquarium.

Water and Oceanography

____ 1. I like to swim, fish, and go boating.

____ 2. I would like to experiment with plants and animals living in water.

____ 3. I would like to know more about water pollution.

____ 4. I would like to work with scuba gear.

____ 5. I would like a job dealing with any kind of water.

Force and Motion

____ 1. I like to ride in a car.
____ 2. I would like to drive my own car or truck.
____ 3. I would like to work with machines of all kinds.
____ 4. I would like to be a mechanic.
____ 5. I can understand how a machine works.

Human Biology

____ 1. I want to help people.
____ 2. I would like to know all about diseases.
____ 3. I would like to use a microscope.
____ 4. I would like to operate on people.
____ 5. I want to know more about teeth, eyes, broken limbs, ears, etc.

Matter, Rocks, and Land

____ 1. I like to pick up rocks and stones.
____ 2. I like to go to quarries.
____ 3. I like to examine land formations.
____ 4. I am interested in mixing different chemicals together.
____ 5. I am interested in finding out what everything is made of.

Space and Astronomy

____ 1. I like to examine the sky.
____ 2. I have found different constellations.
____ 3. I wish I could fly in the sky.
____ 4. I would like to build my own telescope.
____ 5. I would like to launch a missile.

ROAD TO SOMEWHERE Continued

Air and Temperature

____ 1. I like to see cloud formations.

____ 2. I am interested in the weather.

____ 3. I would like to experiment with thermometers.

____ 4. I like to work on heaters, air conditioners, refrigerators, etc.

____ 5. Hurricanes, tornados, storms interest me.

Light and Electricity

____ 1. I like to observe rainbows.

____ 2. I would like to build a periscope.

____ 3. I am concerned with lenses and glasses.

____ 4. I like to experiment with wires and batteries.

____ 5. I think I could wire a house.

DISCOVER FOR YOURSELF

LIVING THINGS - Plants

1. Visit a greenhouse to find out how plants are supplied with what they need for growth. Investigate the possibility of working in a greenhouse.
2. Visit a garden-supply shop to find out the different kinds of fertilizer and new methods of pest control. This makes a fine career.
3. Visit an orchard with the possibility of becoming a fruit grower.
4. Florists, nursery workers, and gardeners are interesting jobs.
5. Visit a farm or vegetable market to observe how food is preserved.

LIVING THINGS - Animals

1. Contact the State Conservation Department for information about bird banding, bird refuges, wild-life preservation, game laws, and career possibilities.
2. Visit a farm to observe and learn about care and feeding of farm animals at different seasons.
3. Visit an apiary and observe the activities in a beehive. Ask the beekeeper to describe his work to you.
4. Obtain a sample of wood from a termite exterminating company. Ask the man about his work.
5. Visit zoos, local parks, woodlots, and museums for information on the care and feeding of animals.

MATTER, ROCKS, AND LANDS

1. Visit nearby quarries, Indian burial grounds, and museums to understand the earth. Ask questions from those in charge for possible careers in this field.
2. The local, state, college, or university museums have good rock collections. Teachers at these institutions can be helpful.
3. Newspapers and magazines, the State Geologist publications, and local geological societies can be contacted.

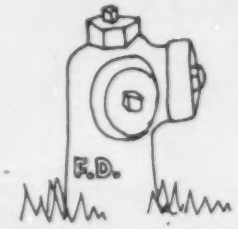
4. Make a tour of surrounding counties to observe erosion effects, land changes made by rivers, and other landscape changes. All the tour guides and workers can be questioned as to careers.
5. National Park Service, Washington 25, D.C., is valuable for information about national parks nearest you.

SPACE AND ASTRONOMY

1. An observatory with a telescope or an amateur astronomer with a smaller telescope should be contacted for information.
2. Leaders of Scouts and 4-H Clubs may be questioned about astronomy.
3. Military and Naval personnel in the community may be contacted about the uses of the heavenly bodies in navigating to other parts of the world.
4. Visit local airports to learn about careers in the air. Learn about types of aircraft, landing fields, and hangars.

5. Careers may be found by visiting airline ticket offices, air transportation bureaus, and Regional Civil Aeronautics Administration offices.

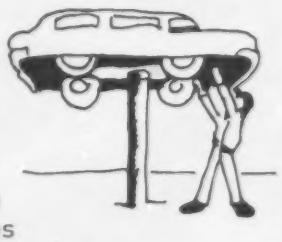
AIR AND TEMPERATURE



1. Find out what the city or community fire inspector does.
2. Get aboard a hook-and-ladder truck, the pumper engine, and the fire-tower wagon. Get to understand the equipment of a person who battles fires.
3. Locate, observe, and describe the different jobs done in heating plants, refrigerator factories, and oil industries.
4. Contact local builders to see how homes are equipped for good heating.
5. Contact the State University extension service for speakers who will describe the heating of farm buildings, green houses, and school buildings. The school custodian is also a possibility.

LIGHT AND ELECTRICITY

1. Write the Better Vision Institute, 630 Fifth Avenue, New York 20, New York or the National Society for the Prevention of Blindness, 1790 Broadway, New York 19, New York.
2. Read an electric meter and explain how you did it.
3. Watch the local mechanic in a garage fix a car.
4. Visit the local radio or television station to see how programs are put on the air.
5. A junk shop for metals to test as conductors, a toy store for electrical toys, a hydroelectric plant for information on generators, or a hardware store for tools and appliances would be good places to investigate. All are worthwhile careers.



WATER AND OCEANOGRAPHY

1. Observe and visit weather stations.
2. Truck drivers and people who work on boats could be contacted.
3. Think of all the different occupations which make use of the thermometer. Tell how they differ from each other and how they are similar.
4. All kinds of bodies of water may be visited. All those working around these waters might be questioned. There are numerous jobs near any body of water.
5. Speakers may be contacted to speak to any class on Water and Oceanography.

FORCE AND MOTION

1. The home is a handy person's dream! Find out how pulleys, levers, wheels, wedges, screws, and inclined planes are used. Jobs are plentiful for the handy person.
2. Local scientist or physics department of high school or college are good speakers.
3. Visit the steel mills or manufacturing plant to see machines in operation and workers at their jobs.
4. Carpenters will be able to explain the proper use of tools and students may be able to watch a local building under construction.
5. The newspaper want-ad section is a good place to find the many jobs available for the adult.

HUMAN BIOLOGY

1. Local doctors, dentists, and nurses may be asked about their jobs.
2. Life insurance companies are good places for bulletins, charts, and potential career offers.
3. National Dairy Council, 111 North Canal Street, Chicago 6, Illinois; National Live Stock and Meat Board, 407 South Dearborn Street, Chicago 5, Illinois; Wheat Flour Institute, 309 West Jackson Blvd., Chicago 6, Illinois; Cereal Institute, Inc., 135 South LaSalle Street, Chicago 3, Illinois; General Mills, Inc., 400 Second Avenue South, Minneapolis 1, Minnesota are a few places which can be written for information.
4. Local health officers may be willing to discuss their jobs and rules.
5. The local or national American Red Cross, Washington 13, D.C., may be willing to supply speakers on safety-education and first-aid materials.

LIVING THINGS - Animals

See whether you can name the career that goes with the description!

1. Keeps the honey but watches not to get stung. _____
2. Brings your meat in wrapped packages. _____
3. Takes care of the birds on the farm. _____
4. Studies our surroundings. _____
5. Catches your food by hook, line, or sinker. _____
6. Rides the horse to the finish line. _____
7. Studies animals. _____
8. Keeps golf courses and playing fields in order. _____
9. Helps plants grow inside when it's winter outside. _____
10. If an animal is sick, this is the person to see. _____

Butcher Ecologist Fisherperson Jockey

Zoologist Groundskeeper Greenhouse Worker

Poultry Farmer Veterinarian Beekeeper

FORCE AND MOTION

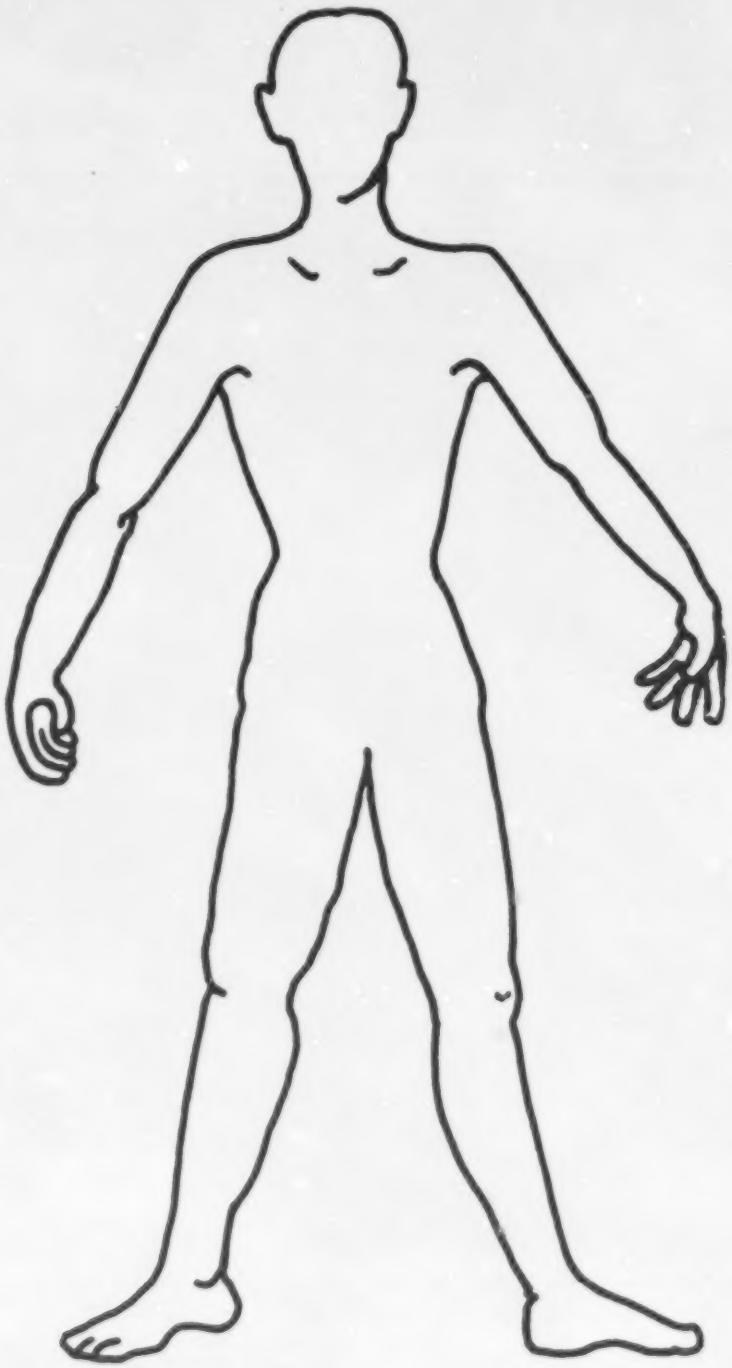
From the list of careers below, choose which saying fits the job dealing with force and motion. You will have to use some career names more than once!

Busdriver
Pilot
Inventor
Truckdriver
Mechanical Engineer
Tool Designer
Mechanic

1. "10-4 good buddy." _____
2. "Runway clear for takeoff." _____
3. "Watch for children crossing the street." _____
4. "This is a diagram of what you will need." _____
5. "You were low on oil and we put in new plugs." _____
6. "Weigh Station - Open" _____
7. "Visibility is ten miles." _____
8. "Look what I've discovered." _____
9. "Stop when lights flash red." _____
10. "Fasten seat belts and no smoking please." _____
11. "This machine will give the power you need." _____

HUMAN BIOLOGY CAREERS

To keep the human body functioning properly, many health occupations come to focus. See if you can draw the necessary parts in the human body and name the necessary workers involved in keeping the body healthy.



HEALTH-RELATED JOBS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SCIENCE ANSWER SHEET

LIVING THINGS - Animals

1. Beekeeper
2. Butcher
3. Poultry Farmer
4. Ecologist
5. Fisher person
6. Jockey
7. Zoologist
8. Groundskeeper
9. Greenhouse Worker
10. Veterinarian

FORCE AND MOTION

1. Truck Driver
2. Pilot
3. Bus Driver
4. Tool Designer
5. Mechanic
6. Truck Driver
7. Pilot
8. Inventor
9. Bus Driver
10. Mechanical Engineer

LET'S IDENTIFY FAMOUS SCIENTISTS

a. Anton van Leeuwenhoek
b. Antoine Lavoisier
c. Galileo
d. Albert Einstein
e. Pierre and Marie Curie
f. Alfred B. Nobel

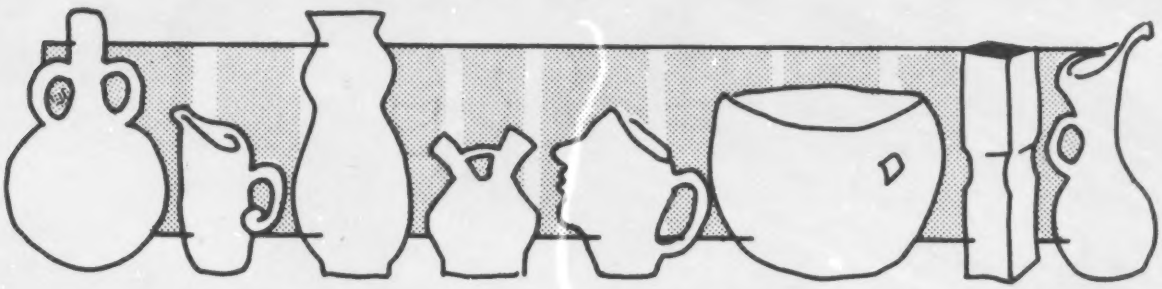
SCIENTIFIC DISCOVERIES

a. 1888 - Dunlop - Tires
b. 1886 - Hall - Aluminum
c. 1909 - Baekeland - Plastic
d. 1868 - Hyatt - Celluloid
e. 300 B.C. - Glassmaker
f. 1839 - Goodyear - Vuncanizes

15 CAREERS IN SCIENCE

1. H
2. E
3. O
4. G
5. A
6. M
7. C
8. B
9. I
10. J
11. N
12. D
13. F
14. L
15. K

ART CAREERS



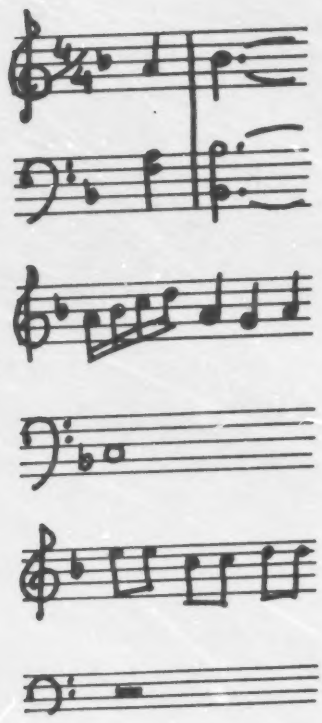
Use these career titles to complete the sentences below.

Architect	Beautician	Fashion Designer	Landscaper
Artist	Book Illustrator	Furniture Refinisher	Photographer
Automobile Designer	Carpenter	Interior Decorator	Sculptor
Barber	Cartoonist	Jeweler	Window Displayer

1. A _____ is responsible for displaying merchandise in an attractive way to increase sales and show seasonal items.
2. Working with clay, stone, or marble for a three dimensional piece of art work is the job of a _____.
3. I design buildings, homes, offices, and stores to be functional, attractive and sound. I am an _____.
4. Attractive shrubbery, trees, and flowers is the job of a _____.
5. A homemaker would use the aid and suggestions of an _____ _____ to decorate a home.
6. A _____ draws pictures to go with a comic strip.
7. To create stylish clothes is the job of a _____.
8. A person who works with wood to make functional or decorative items is called a _____.
9. I capture beauty, interesting events, and many things with a camera. I am a _____.
10. An author, publisher, and a _____ work together to produce interesting reading material.
11. A person who works with fine jewels and metals to design decorative ornaments is called a _____.
12. The effect of stains on wood and the restoration of wooden articles is the concern of a _____.
13. The knowledge of good hair care, grooming, and style is needed by a _____ and a _____.
14. New designs for a vehicle that are both functional and attractive is the job of a _____.
15. An _____ is a term given to any creative individual in the area of design.

MUSIC CAREERS

Unscramble these careers that are found in the field of music. The first letter of each career title is underlined for you.

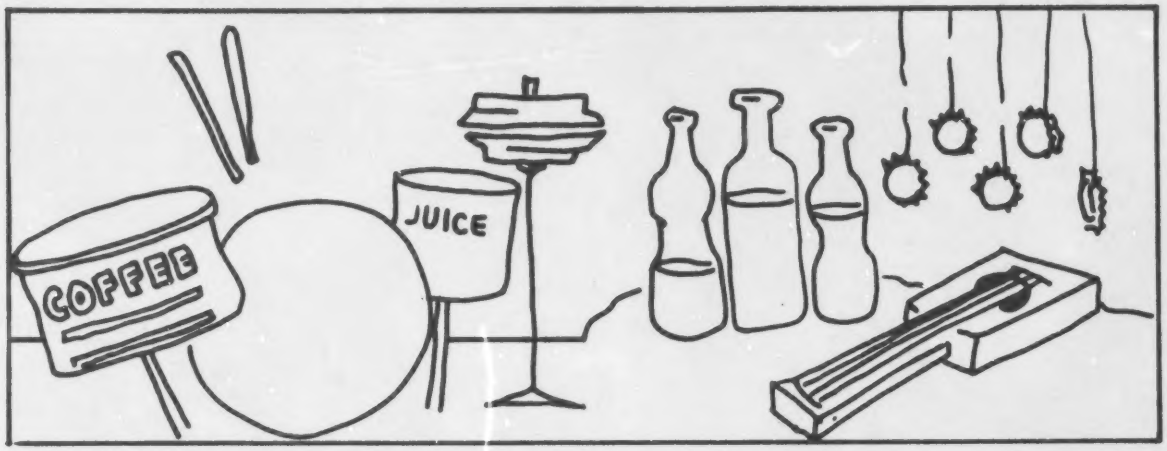


1. mopsorec _____
2. inopa retun _____
3. sicum iiccrt _____
4. ringse _____
5. ranced _____
6. mmerdu _____
7. roich rrdiceto _____
8. prumett ya!erp _____
9. nadb deeral _____
10. vistiioln _____
11. doorccutn _____
12. gosn trerlw _____
13. sicum shuplierb _____
14. sicum reachet _____
15. targui erplya _____

Unscramble these music instruments.

1. nopia _____
2. mrud _____
3. loiniv _____
4. gritau _____
5. petmrut _____
6. ooeb _____
7. grona _____
8. monicarah _____
9. lleeuuk _____
10. luief _____
11. prah _____
12. norh _____
13. abjon _____
14. traincel _____
15. lonepoyxh _____
16. acorncoid _____

LET THERE BE MUSIC



Students should be made aware that there are many careers involved in the music industry other than musicians. The design, production, and distribution of musical instruments requires many jobs with different skills. Here are examples of instruments that can be made in the classroom with your students to help them realize the skills involved in making an instrument.

DRUMS -

Drums can easily be constructed out of coffee cans, oatmeal or salt boxes, or wooden kegs. Having both ends cut open, stretch and sew rubber or any stretchy material over the openings.

RHYTHM STICKS -

Cut dowel rods into 30 cm. lengths. Use sandpaper to smooth and paint.

POP BOTTLES -

Experiment with the sound of glasses or bottles filled with water. The pitch can be raised by adding water, or lowered by pouring water out.

BOTTLE CAPS -

Bottle caps could be tied to a string to make a soft clanking sound.

CYMBOLS -

Simple cymbols can be made with pan lids.

RATTLES -

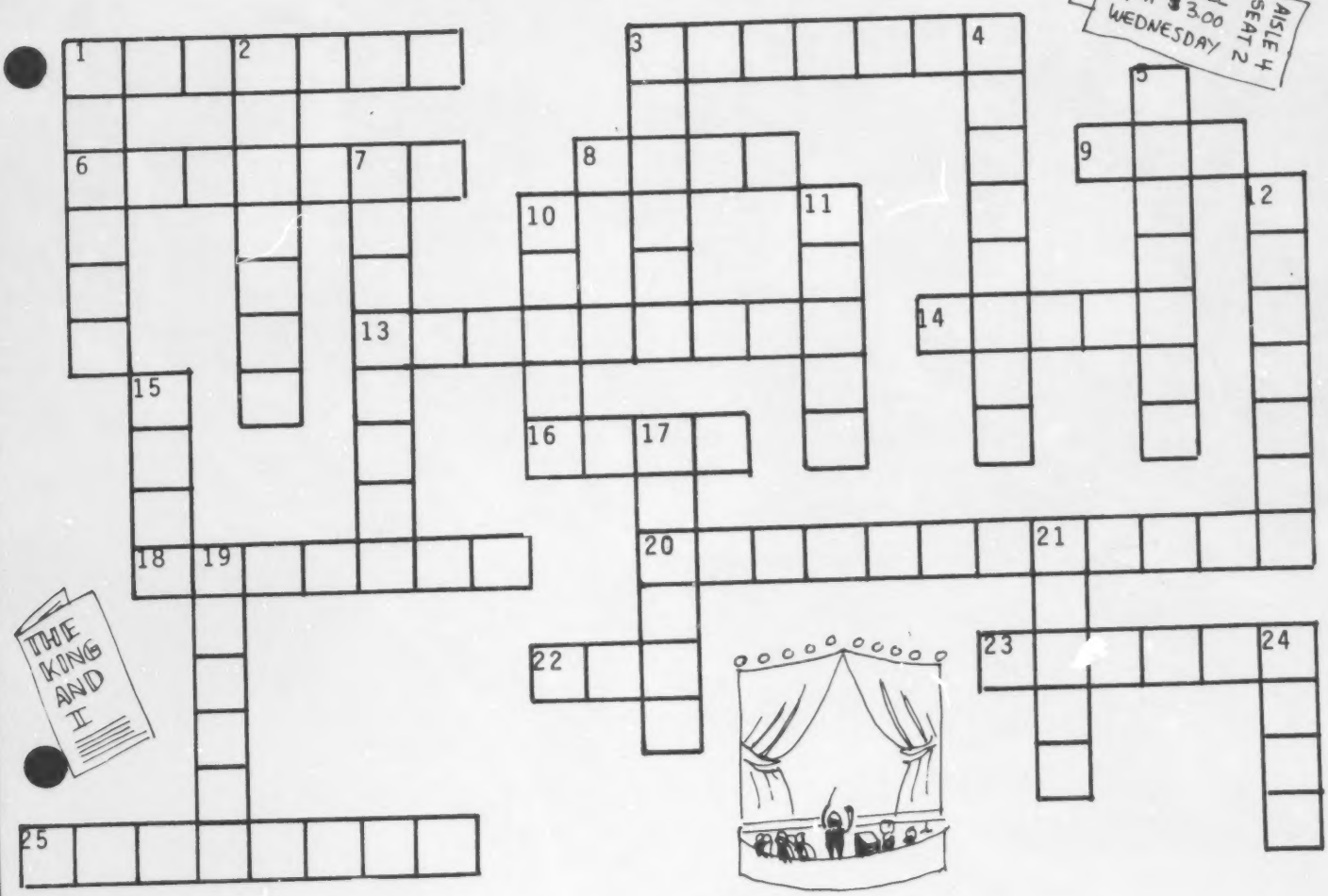
Rattles can be made by putting dried beans, stones, or corn into a jar, box, or any container that will close.

STRINGED INSTRUMENTS -

Stringed instruments can be made by cutting a circle out of a box and "stringing" rubberbands across the opening.

FINE ARTS

GRAND OPENING



ACROSS

1 A place for performing a play
3 Clap hands to express approval
6 Clothing
8 An outstanding performer
9 The performers took a final ___.
13 A musical group
14 The platform for a play
16 The audience sits in ____.
18 Backgrounds on a stage
20 A pause between acts
22 A signal to a performer
23 Cosmetics
25 A listing of the players

DOWN

1 An entrance card to a play
2 A female performer
3 A male performer
4 The person who guides the production
5 Special audience seating
7 Learn the speaking parts by heart
10 An aide to help you find your seat
12 A moveable screen separating the stage and audience
15 Divisions in the play
17 An author
19 A humorous play
21 Helpers and technicians are called _____ hands.
24 An object used in the play

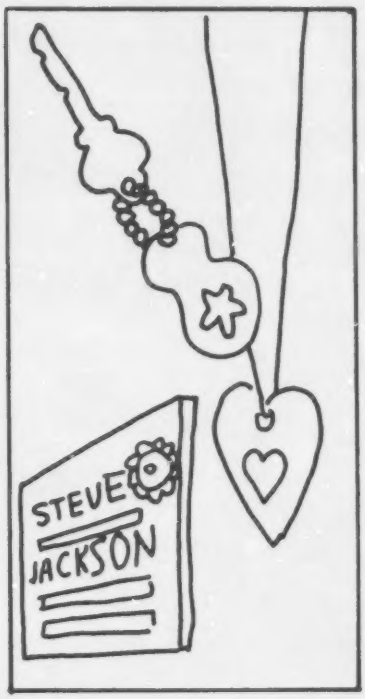
WORDS TO USE

ACTORS	APPLAUD	COSTUME	DIRECTOR	MAKE-UP	PLAYBILL	SCENERY	THEATER
ACTRESS	BOW	CUE	DRAMA	MEMORIZE	PROP	STAGE(2)	TICKET
ACTS	COMEDY	CURTAIN	INTERMISSION	ORCHESTRA	ROWS	STAR	USHER
							WRITER

JEWELRY

The art of jewelry craft is an old and traditional craft that can be found in every culture and in every era of history. Discuss the different styles of jewelry that are made--Egyptian, Indian, Oriental, African. Discuss the materials that are used.

Discuss the careers involved with jewelry today, from the design and manufacturing of jewelry to the seller and repairpersons. Have your students design and make their own jewelry.



TO MAKE BRACELETS

MATERIALS NEEDED:
- Liquid starch
- Newspaper strips
- Tempera paint
- 1" x 11" strips of cardboard
- Containers

STEPS:
1. Staple or glue the cardboard strips into circles.
2. Dip the newspaper strips into the liquid starch. and wrap around the cardboard circles.
3. Let them dry over night and paint

TO MAKE KEY CHAINS, PENDANTS, NAME TAGS

MATERIALS NEEDED:
- Construction paper
- Cardboard squares
- Scissors
- Glue
- Markers
- Sandpaper or a nail file
- Hand drill

STEPS:
1. Design a shape for the pendant, name tag, or key chain on the cardboard square and cut out for a tracing guide.
2. Trace the shape 20 times on the construction paper and cut out.
3. Glue all 20 pieces together, giving each piece a full coating of glue.
4. When the piece is completely dry, it will be like plastic. Decorate it with the markers and use the sandpaper or nail file to level the edges.
4. Coat with glue again on both sides and let dry.
5. Drill a hole in the piece and hang with string or yarn.

DESIGNING RECORD COVERS

FINE ARTS

Discuss the professions of those who design record cover albums--layout, lettering, and photography. Discuss how a cover is selected. It can represent the singing group or singer, or be symbolic of the kind of music on the record.

MATERIALS NEEDED:
- Paper for sketching
- Construction paper 12" x 12"
- Paper scraps
- Scissors
- Glue
- Crayons or markers
- Black Construction paper for record

STEPS:
1. Have the students select a known group or singer or be creative and invent a new name.
2. Select a color of paper (12 x 12) for the jacket and use scraps of paper to design it.
3. Trace a half circle of black construction paper as the record, and glue behind the jacket as if it were sticking out of the album.

BEING A CARTOONIST

Discuss what a cartoonist does and list on the board as many famous cartoon characters as your students can think of, either in newspaper strips or on animated films. Discuss the importance of sequencing a story and the purpose of "word balloons." Have your students develop their own cartoon script and illustrate it.

SIR CUMFRENCE
HAVE YOU SEEN MY GLASSES RUTH?
I'VE BEEN LOOKING ALL OVER FOR THEM!!
I CAN'T BE-LIEVE IT!!
NOT HERE.
I JUST KNOW I'LL FIND THEM IN SOME PLAIN EVERY-DAY PLACE!!
PLAIN AS THE NOSE ON YOUR FACE

MATERIALS NEEDED:
- Construction paper 6" x 18"
- Crayons or marker
- Rulers

STEPS:
1. Have each student develop a cartoon script and sketch the character or characters they will use.
2. Divide a long piece of paper into sections and illustrate one scene of the cartoon in each box.

PUPPETRY

Puppets can easily be made in the classroom. The students will enjoy making their own characters for a play. Puppets designed as careers is a fun way to practice interviewing or making up a play on careers.

PAPER BAG PUPPETS

MATERIALS NEEDED:
- Paper lunch bags
- Scraps - yarn and paper
- Scissors
- Glue
- Crayons or markers

STEPS:
1. The student decides on the character or animal that will be made.
2. The top fold in the bag can be moved as a mouth or holes could be cut in the sides.
3. Decorate with scraps of yarn or paper

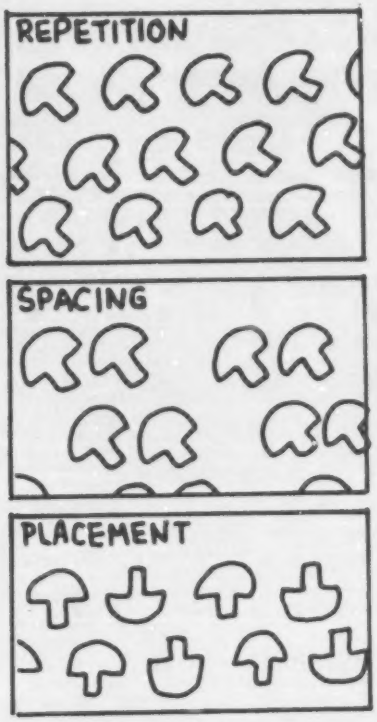
MATERIAL PUPPETS

MATERIALS NEEDED:
- Cloth scraps
- Yarn, buttons
- Needle and thread
- Cardboard tracers
- Scissors

STEPS:
1. Make a simple puppet shape on cardboard to be used as a tracer. Each student traces the shape twice, cuts them out and sews them together.
2. Each student decides on the animal or character they want to design; then sews on the necessary yarn or buttons to make that character.

PRINTING

Printing is an art that is used on cards, wallpaper, clothing, as well as for newspapers. Have your students experiment as PRINTERS.



MATERIALS NEEDED: Material Scraps or construction paper
Tempera paint
Pie pans
Printing tools:
1. cut a design into an apple or potato half
2. clay - mold into shape
3. styrofoam - cut cardboard shapes with a "handle"

STEPS:
1. The student is to make one of the "printing tools."
2. Dip the tool into the tempera paint and, using a pattern, press the tool onto material or construction paper.
3. Allow to dry thoroughly

IDEAS: Have your students print their own holiday cards by printing the cover with the same design and writing their greeting inside.

PIÑATAS

In Mexico, piñatas are used to celebrate birthdays and holidays. They are made of papier-mache and decorated with tissue and filled with money, candy, and small toys. They are usually in shapes of animals. Here is a simple way to make a piñata.

MATERIALS NEEDED:
- 1 large brown grocery bag
- Candy, balloons, gum, pennies
- Tape
- Newspaper
- Liquid starch
- Pie pans
- Tissue paper
- Glue
- Scissors
- String

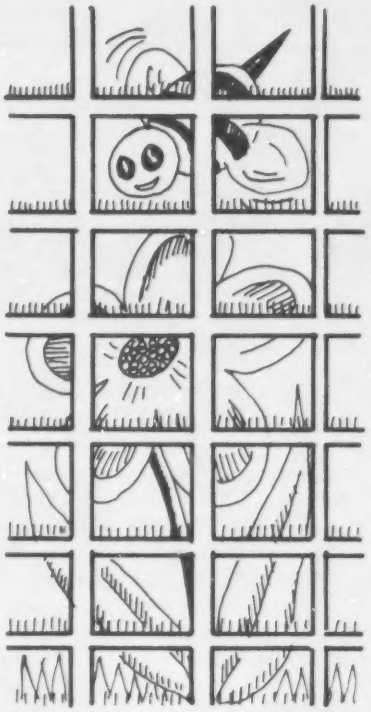
STEPS:

1. Fill bag with goodies and newspaper; tape up the top.
2. Fill pie pans with starch. Cut newspaper into strips; dip them into the starch and cover the bag.
3. Let the bag dry overnight.
4. Cut tissue into 3" x 12" strips; fold in half and slit one side. Cover bag with tissue decorations, starting from the bottom and working up.
5. Add tissue paper streamers to the bottom.
6. Hang the piñata and give each student a turn to hit the piñata.

MOSIACS

Discuss the famous mosiac in Chicago by Marc Chagall and the techniques used in mosiacs. Mosiacs are used on floors, walls, buildings, as well as in art works. Discuss the various materials that are used--stone, tile, etc. Make your own out of paper and glue for display in your classroom.

MATERIAL NEEDED: Construction paper
Scissors
Glue
Cardboard for background sheet



STEPS:
1. Draw a large scene or picture onto the cardboard backsheet.
2. Have students choose colors for each section.
3. Tear or cut construction paper into pieces to be glued into the various sections.

OPTIONS: Use cracked and colored egg shells, beads, or dried vegetables such as beans, corn, peas.

Outline the picture with yarn prior to gluing on the "mosiac" pieces.

GREETING CARDS

There are many careers in the world of greeting cards. Discuss the career opportunities--illustrator, layout and design, poet or composer, printer. These are just a few of the careers that are involved. Have your students design their cards for the Holiday seasons during the year.

MATERIALS NEEDED: Construction paper
Glue
Scissors
Pencils
Scraps to glue on - yarn, beads, material, paper scraps, etc.

STEPS:
1. Show students how cards open--from the bottom and folded on the top, or from the side and folded on the left-hand side of the card.
2. Design a cover for the season and write a poem or compose appropriate wording for the inside.

TOYMAKERS

The toy industry is a field involving many careers--designing, manufacturing, advertising, marketing, and selling. Discuss the careers that are involved and the kinds of toys that are on the market today. Have your students design toys.

STUFFED ANIMALS

MATERIALS NEEDED:
- Large sheets of paper
- Scissors
- Glue
- Paper punch
- Crayons or markers
- Newspaper
- Yarn or string

STEPS:

1. Fold the large sheet of paper in half. Draw the animal on <u>one</u> half only and cut out two shapes
2. Decorate the animals with markers, crayons, or by adding additional construction paper strips.
3. Punch holes around the edge of the animal shape and sew together with yarn or string. Stuff lightly with torn newspaper.

   (Helpful hint: Wrap tape around one end of the yarn or string to form the "needle." This will give it strength to sew.)

A FUN DISPLAY: Put animals in cages made from cardboard boxes to make a zoo. Discuss the careers involved in animal care--veterinarian, zoologist, zookeeper, etc.

PUZZLES

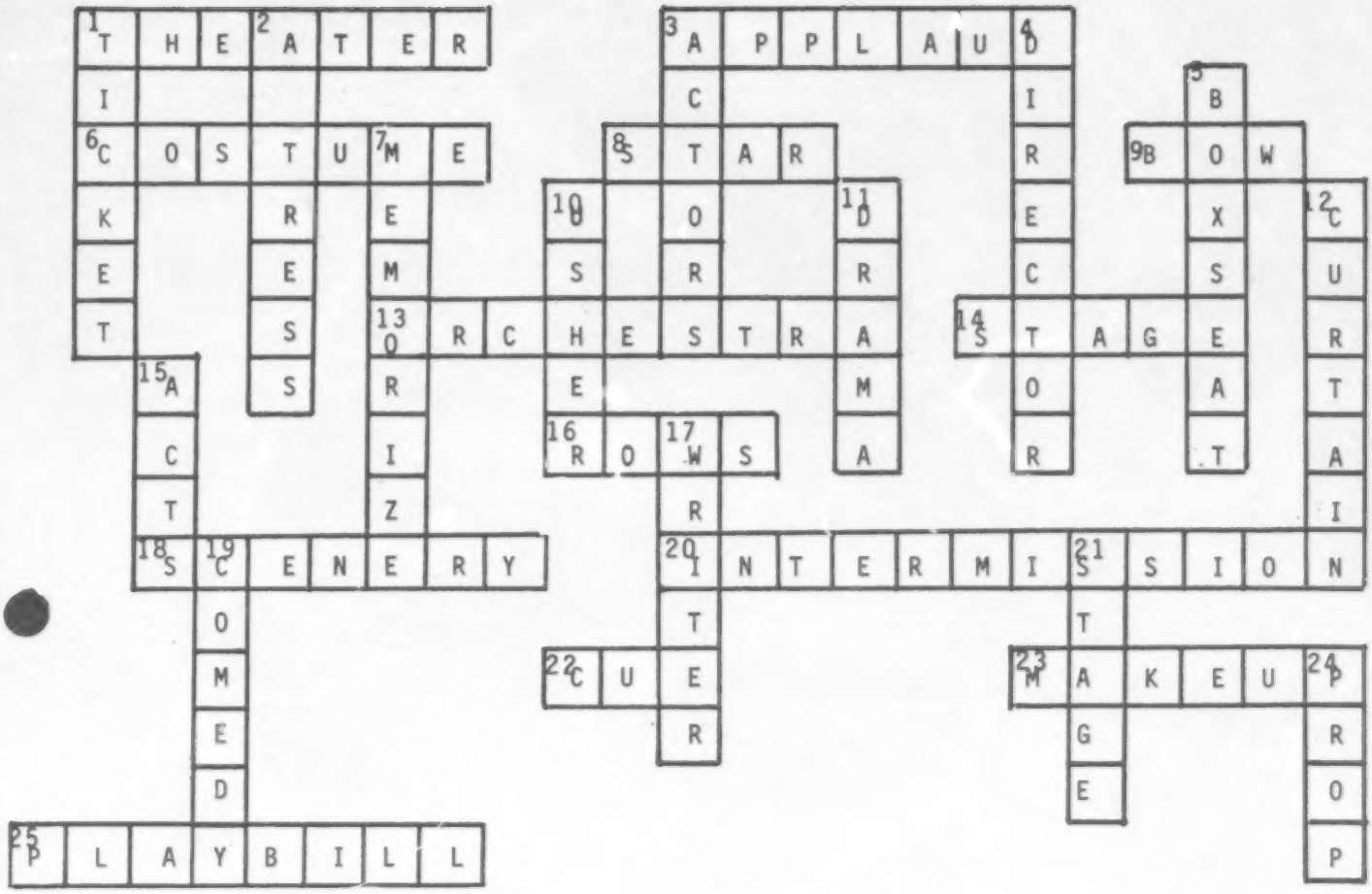
MATERIAL NEEDED:
- Cardboard
- Markers or crayons
- Scissors
- Glue
- Envelopes

STEPS:

1. Draw a picture on the cardboard or mount a picture cut from a magazine onto it, covering the <u>entire</u> back of the picture with glue.
2. Cut the picture into puzzle pieces.
3. Have each student write his/her name or initial the back of <u>each</u> puzzle piece. (This will save your sanity if someone misplaces a puzzle piece.)
4. Put each puzzle into an envelop marked "DESIGNED BY _____."

ANSWER SHEET

GRAND OPENING



ACROSS

1. A place for preforming a play
3. Clap hands to express approval
6. Clothing
8. An outstanding preformer
9. The preformers took a final ___.
13. A musican group
14. The platform for a play
16. The audience sits in ____
18. Backgrounds on a stage.
20. A pause between acts
22. A signal to a preformer
23. Cosmetics
25. A lisitng of the players

DOWN

1. An entrance card to a play
2. A Female preformer
3. A male preformer
4. The person who guides the production
5. Special audience seating
7. Learn the speaking parts by heart
10. An aide to help you find your seat
12. A moveable screen separating the stage and audience
15. Divisions in the play
17. An author
19. A humorous play
21. Helpers and technicians are called _____ hands.
24. An object used in the play

ANSWER SHEET

ART CAREERS

1. window displayer
2. sculptor
3. architect
4. landscaper
5. interior decorator
6. cartoonist
7. fashion designer
8. carpenter
9. photographer
10. book illustrator
11. jeweler
12. furniture refinisher
13. barber/beautician
14. automobile designer
15. artist

MUSIC CAREERS

1. composer
2. piano tuner
3. music critic
4. singer
5. dancer
6. drummer
7. choir director
8. trumpet player
9. band leader
10. violinist
11. conductor
12. song writer
13. music publisher
14. music teacher
15. guitar player

1. piano
2. drum
3. violin
4. guitar
5. trumpet
6. oboe
7. organ
8. harmonica
9. ukulele
10. flute
11. harp
12. horn
13. banjo
14. clarinet
15. xylophone
16. accordion

FOOTBALL, BASEBALL, HOCKEY AND BASKETBALL

Directions: Complete the sports chart below, using the words from the list. The number after some of the words tells you how many times it is used.

Aaron, Hank
Abdul-Jabar, Kareem
bases
basket
basketball
bat
Bears
Bench, Johnny
Black Hawks
Bruins
Bulls
Butkus, Dick
catcher
center
Cubs
Dolphins
forward (2)
Globe Trotters
glove
goal
goalie
goal post
guard
gym shoe
Havlicek, John
helmet
home run
Hull, Bobby
ice skates
infielder
innings
line backer
lineman
Maravich, Pete
Mikita, Stan
Namath, Joe
net
Orr, Bobby
outfielder
periods
pitcher
puck
quarterback
quarters (2)
referee (3)
running back
Ruth, Babe
shoulder pads
Simpson, O.J.
Sox
stick
touchdown
umpire
wingman

	FOOTBALL	BASEBALL	HOCKEY	BASKETBALL
Positions	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
Game Officials	_____	_____	_____	_____
Points scored by	_____	_____	_____	_____
Game Time	_____	_____	_____	_____
Equipment	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
Teams	_____ _____	_____ _____	_____ _____	_____ _____
Famous Players	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

A 4-DAY WORKWEEK??

People have more time for leisure activities because of modern conveniences. There is also a possibility in the future of the workweek becoming four 10-hour days. There are many people whose careers are involved in recreational activities and hobbies. Next to the job titles below, write a tool and the place where these people would work. Use the words provided.

airport	diamond	race track
air tank	field	racket
anchor	garden	saddle
bat	hose	scenic areas
beach	life jacket	sea
compass	marina	shoulder pads
country club	metronome	ski lodge
court	paint brush	tee
craft center	pole	ticket
dancestep chart	pool	whistle
dance studio	private home	

JOB TITLE	TOOL USED	PLACE OF EMPLOYMENT
Golf Pro		
Ski Instructor		
Flight Attendant		
Art Instructor		
Professional Baseball Player		
Tour Guide		
Tennis Pro		
Life Guard		
Sailing Instructor		
Piano Teacher		
Professional Football Player		
Dance Instructor		
Jockey		
Scuba Diving Instructor		
Horticulturist		
Swimming Instructor		

SUPER STADIUM

Your city needs a new sports stadium and you are employed to design it. Decide what sport will be played here and draw a floor plan for it. Remember to include seating, consession stands, parking, ticket booths, changing lockers, and management offices.

A NEW LOOK FOR THE TEAM

The owner has decided that the baseball team needs a new emblem to go with their uniforms. You are assigned to make a new logo befitting the new spirit of the team.

Use other sport areas--football, basketball, hockey. Design an emblem for these sports.

Make an emblem symbolic of your school

TROPHY CASE

Make a trophy to represent an athlete of the year. Design a plaque showing who the athlete is, and why this person was selected.

UNIFORMS IN SPORTS

Discuss the uniforms or outfits that are worn in different sports and the reasons that they are worn.

EXAMPLE: Why are shoulder pads used by football players? Why does a catcher use a face mask? How do different teams in the same sport area designate their players?

With the sport of their interest, require your students to draw the uniform as creatively as they wish, but keeping in mind the function of the outfit worn.

SPORTING IDEAS!!!!

- Have your students look up the history of some of these sports. A short report could be written on a particular sport and then read to the class.

Airplane Racing	Hockey
Automobile Racing	Ice Skating
Badminton	Polo
Basketball	Pole Vaulting
Baseball	Swimming
Boxing	Diving
Boat Racing	Soccer
Chess	Track
Fencing	Tennis
Figure Skating	Wrestling
Football	Weight Lifting
Golf	Yachting
Gymnastics	Bowling
Volley Ball	Water Skiing
Racket Ball	Snow Skiing

- Have the class or individual students write a short essay describing what it would be like to have a job as a professional player in a sport of their choice.

- Have your class compile a list of the television programs that cover recreational events. How important is TV to sports? What impact does television have on sports? What kinds of sports-related jobs are there in television?

- Have a sports spelling bee using sport vocabulary.

- Have students research and report on a famous or local sport figure.

SPORTS NEED MATH TOO

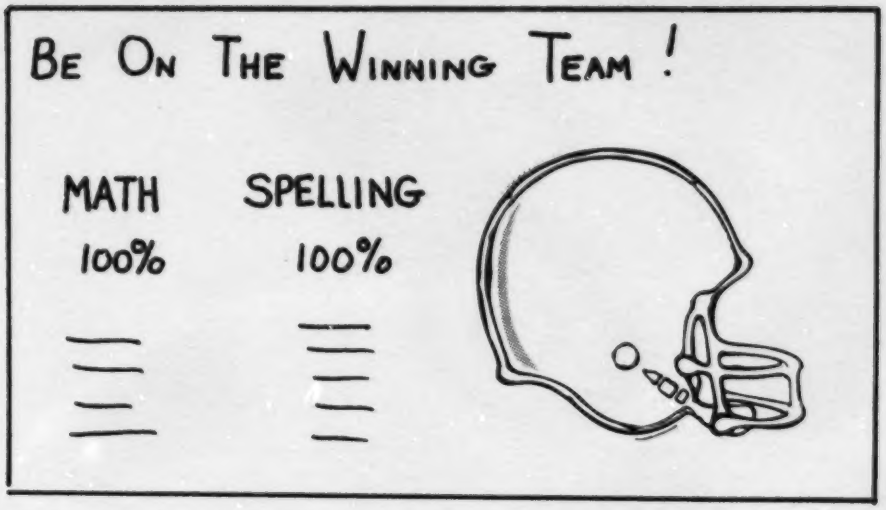
- Use batting averages, earned run averages, points per game, bowling scores, and other sports statistics to teach percents and averages.

- Have your students figure the cost for a family of five to spend three nights of vacation at a hotel in different cities. Use a motel directory to compute the charges. Copies of directories can be obtained by calling your local hotel or motel chain.

- Have your students compute the size of a football field, baseball diamond, golf club, etc. in metric measurement.

- Have each student keep an account for two weeks of how much money they spend on recreation. Compute the monthly and yearly amounts. How much does you class spend on recreation?

BULLETIN BOARD IDEAS!



Have each student make a Physical Education Collage. Choose pictures from magazines of people involved in active sports.

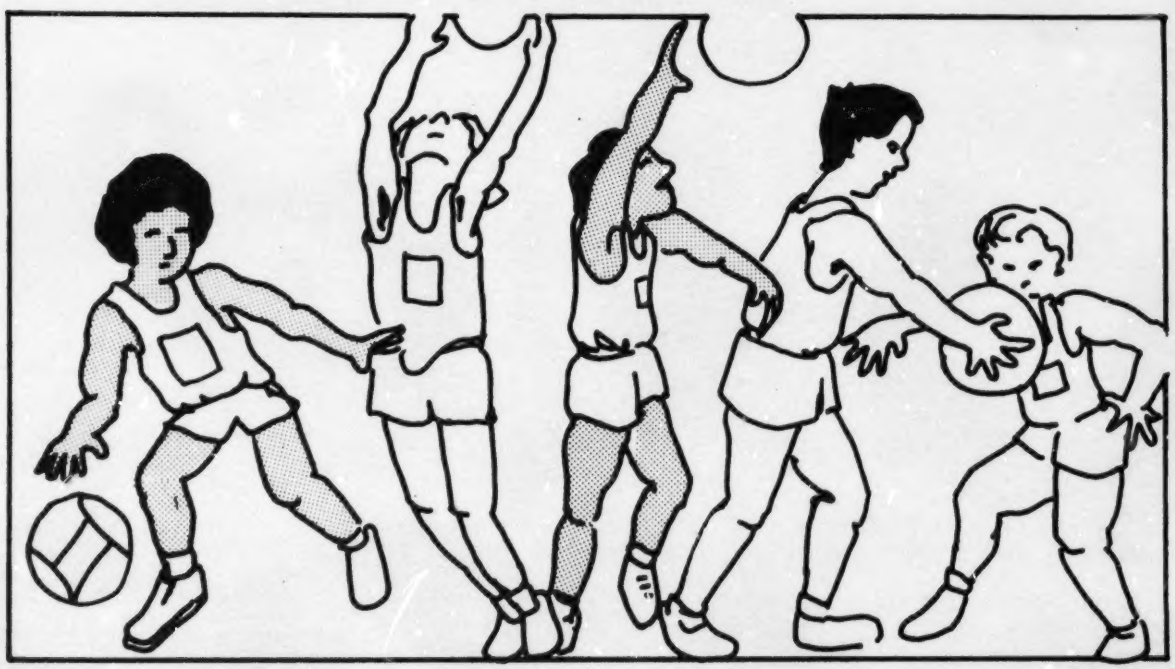
Make posters which illustrate careers in sports, physical education, and recreation.

BASKETBALL GAME

DIRECTIONS: The following boys were in a basketball game: David, Fred, Arthur, Aaron, and Wayne. Each boy wore a different colored shirt (red, blue, gold, black, and yellow) and each was introduced as a certain number. Each boy also performed one of the following plays during the game: free throw, foul, dribble, traveling, and a basket. From the clues given, see if you can figure out what number belongs to each boy, what color his shirt was, and what he did during the game.

1	2	3	4	5

1. Wayne wore a blue shirt and was next to Arthur; he was #2.
2. This man bounced the ball down the court and wore yellow. He was not next to Fred.
3. David was #4, wore a gold shirt, and was called for traveling.
4. This man got a basket. He was last called and was next to david. His shirt was black. His name was not Aaron.
5. Arthur did not get a foul, but he wore red and was only next to Wayne.



ANSWER SHEET

A 4-DAY WORKWEEK?

Golf Pro - tee - country club
Ski Instructor - pole - ski lodge
Flight Attendant - ticket - airport
Art Instructor - paint brush - craft center
Pro Baseball Player - bat - diamond
Tour Guide - compass - scenic areas
Tennis Pro - racket - court
Life Guard - Whistle/life jacket - beach/pool
Sailing Instructor - anchor - marina/sea
Piano Teacher - metronome - private home
Football Player - shoulder pads - field
Dance Instructor - dancestep chart - dance studio
Jockey - saddle - race track
Scuba Diving Instructor - air tank - marina/sea
Horticulturist - hose - garden
Swimming Instructor - whistle/life jacket - pool

FOOTBALL, BASEBALL, HOCKEY, AND BASKETBALL

FOOTBALL	BASEBALL	HOCKEY	BASKETBALL
quarterback	pitcher	goalie	guard
lineman	catcher	wingman	center
runningback	infielder	forward	forward
linebacker	outfielder		
referee	umpire	referee	referee
touchdown	homerun	goal	basket
helmet	bat	stick	gym shoes
shoulder pads	glove	ice skates	net
goal post	bases	puck	basketball
Bears	Sox	Black Hawks	Bulls
Dolphins	Cubs	Bruins	Globe Trotters
D. Butkus	H. Aaron	B. Hull	J. Havlicek
J. Namath	J. Bench	B. Orr	P. Maravich
O.J. Simpson	B. Ruth	S. Mikita	K. Abdul-Jabar